



June
2017



Santiago Canyon College

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



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Introduction

Every two years the RSCCD Office of Research, Planning and Institutional Effectiveness conducts a survey of former Santiago Canyon College (SCC) students who transferred to universities in the previous academic year (2015-16). 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 and/or perception.

At the end of fall semester, the staff sends out an online survey to all students who transferred from SCC to a four-year university. This report contains the feedback of the 55 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, SCC's contribution to their knowledge and skills as well as their engagement in college activities while at SCC.

SCC 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 SCC, with the various services and programs provided, and to identify the sources of information they used when they were considering a university transfer.

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

Perhaps the most important section is the appendices where the respondents, in their own words, shared their comments. They commented on a variety of issues, such as the quality of academic preparation, quality of services provided, and the overall impression of campus environment. They shared what they were most satisfied with at SCC. However, the former transfer students who responded were also very anxious to tell us what needs improvement. When comments were combined it was noted in parentheses the number of people who expressed that similar view.

The RSCCD 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

Overall Academic Preparation

- The majority of the respondents (96%) reported that their education at SCC prepared them “well” or “somewhat well” for their university 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 SCC had provided (“strongly agree” and “agree”) a contribution to each of the 12 knowledge and skills associated with the student learning outcomes by SCC faculty.
- The skill with the highest percentage of “strongly agree” and “agree” ratings was “being a responsible community member” (98%). Although still high, the lowest rated skill was, “learning about one’s chosen academic major” (89%).

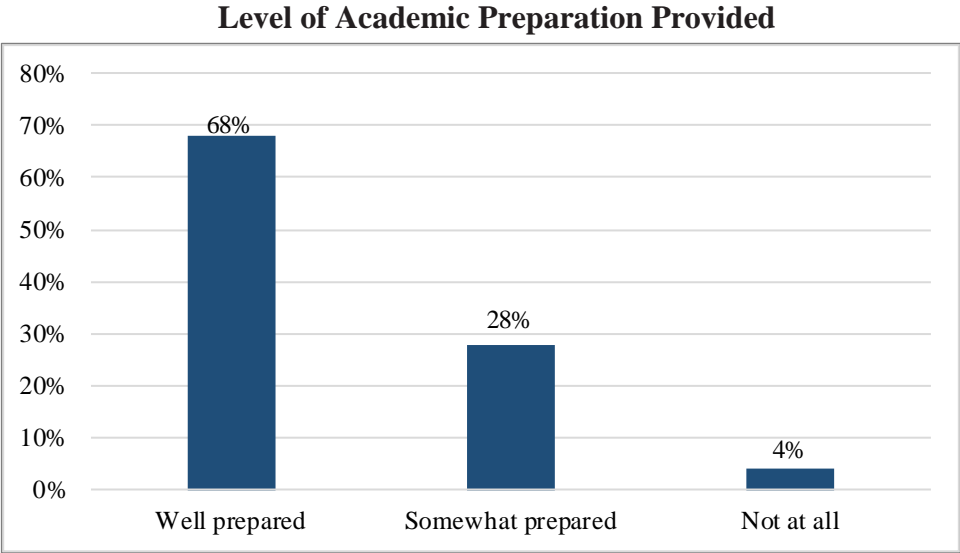
Student Engagement in College Activities

- There were higher ratings among activities involving the students’ academic studies than extracurricular activities.
- All respondents indicated that they “used the Internet for information resources for a class assignment”. Most of the respondents (82%) “collaborated with other students in a class project”.
- Non-academic activities such as “attended/participated in a student activity/sponsored event” (18%), “participated in a student club, organization or government” (16%), and “attended/participated in a sports event on campus” (13%) 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 SCC prepared them “well” or “somewhat well” for their upper-division coursework.



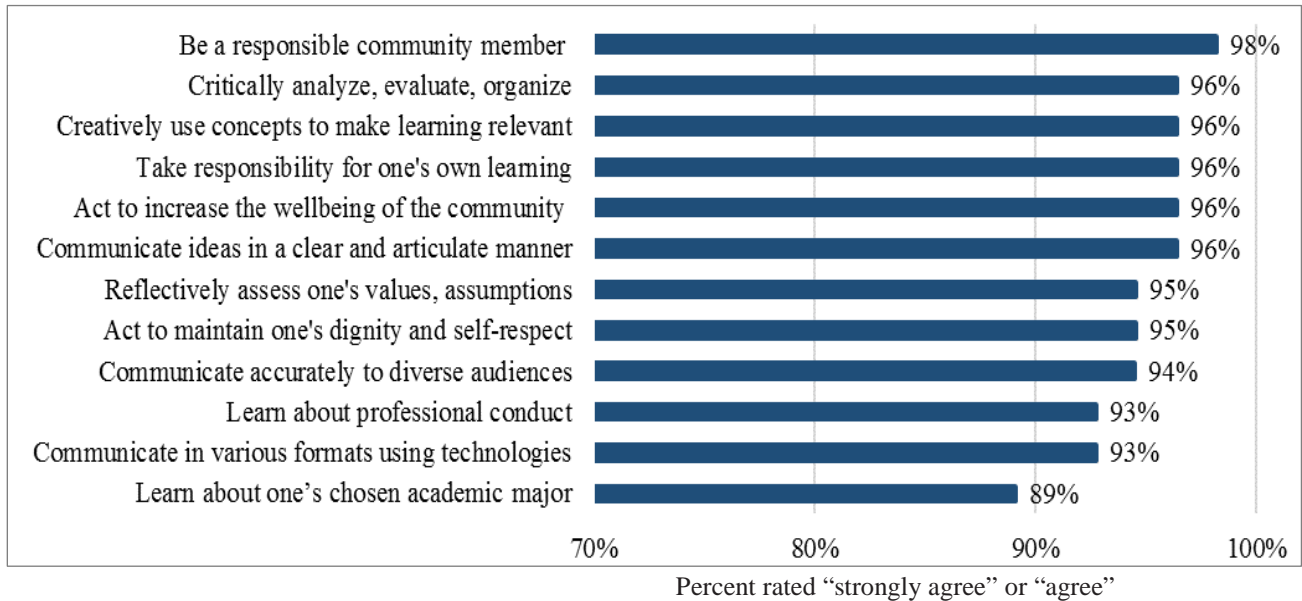
Contribution to Knowledge and Skills

The faculty of SCC have identified 12 student learning outcomes (SLO) which students should have mastered upon completion of their college program. Respondents assessed a variety of skills and knowledge associated with these outcomes.

Almost all of the respondents “strongly agreed” and “agreed” that they received the best preparation at SCC in “being a responsible community member” (98%). Although the ability to “learn about one’s chosen academic major” was rated the lowest, it received a high rating of 89%.

The appendices list the suggestions for improving academic preparation as identified by respondents.

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



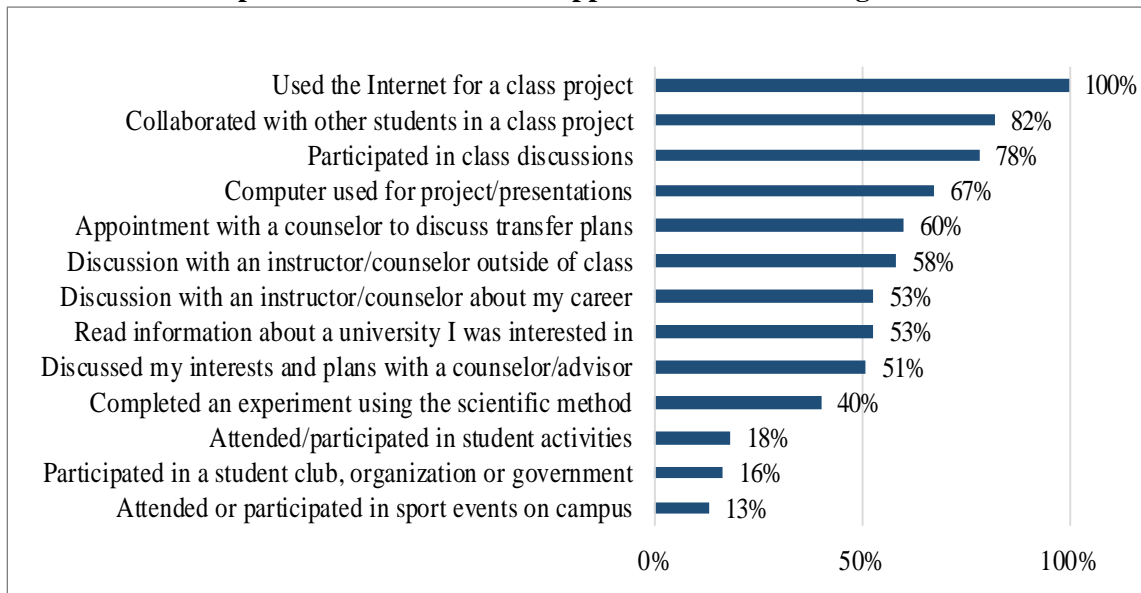
Student Engagement in College Activities

Respondents were asked how often they participated in activities that are non-academic, but closely linked to student learning outcomes. 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* (2nd ed., pp.15-36). New York: Routledge).

All of the respondents showed student engagement in course-related activities such as “used the Internet for information resources for a class assignment” (100%). Also rated highly was “collaborated with other students in a class project” (82%).

Non-academic activities such as “attended/participated in student activities” (18%), “participation in a student club, organization or government” (16%), and “attendance and/or participation in sporting events on campus” (13%) had the lowest participated rates.

Participation in Activities that Support Student Learning Outcomes



Respondents' Satisfaction

Highlights

Overall Student Satisfaction

- Respondents' level of satisfaction with their experiences at SCC ranged from a low 45% to a high of 95%.
- Respondents listed many things that they liked about SCC (see appendices on page 18).

Academic/Social Environment

- Ninety-three percent of respondents stated they would recommend SCC to a friend or family member.
- Most of the respondents "strongly agreed" or "agreed" that they could "achieve their educational goal(s) at SCC" (91%). Respondents believe "SCC is supportive of all students" and "supports a community of diverse cultures" (89% each).
- The category with the lowest rating was "SCC provides me a sense of belonging" (63%). The majority of the categories received at least 78% of "strongly agree" or "agree" ratings.

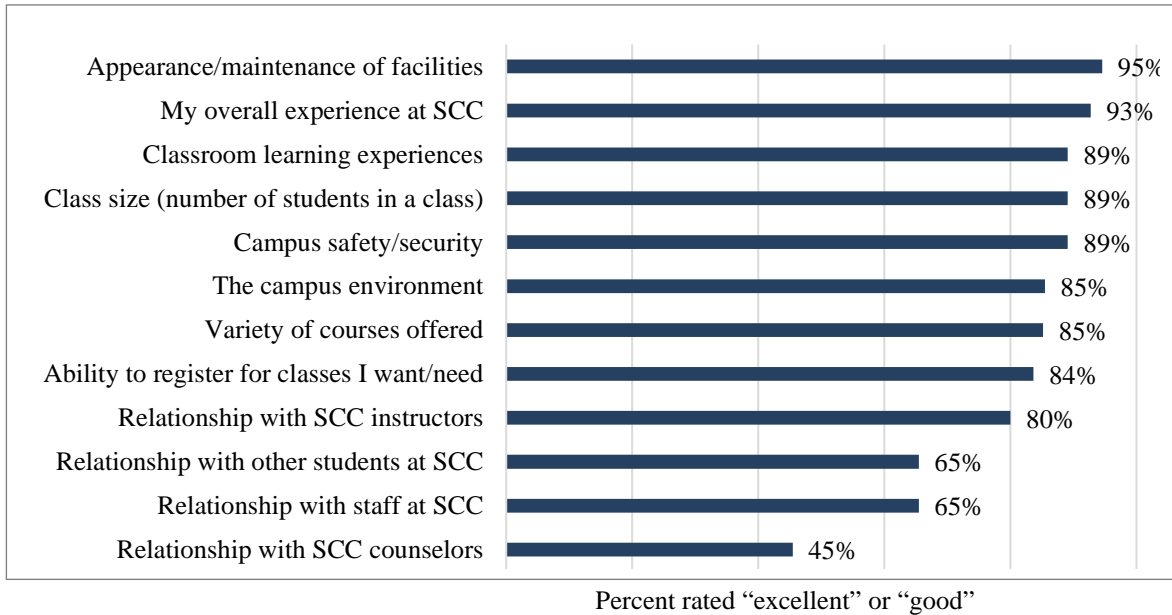
Sources of University Transfer Information

- Eighty-seven percent of the respondents cited "SCC counselor" as the main source of transfer information.
- Participation in programs and services designed to assist students' transfer process varied widely among programs. The most frequently mentioned sources were the SCC counselor (87%) and instructor (81%).

Overall Student Satisfaction

Most of the respondents (95%, “excellent” or “good”) expressed satisfaction with appearance/maintenance of facilities at SCC followed by their “overall experience at SCC” (93%). The lowest rated satisfaction areas were “relationship with other students at SCC” (65%), “relationship with staff at SCC” (65%) and “relationship with SCC counselors” (45%).

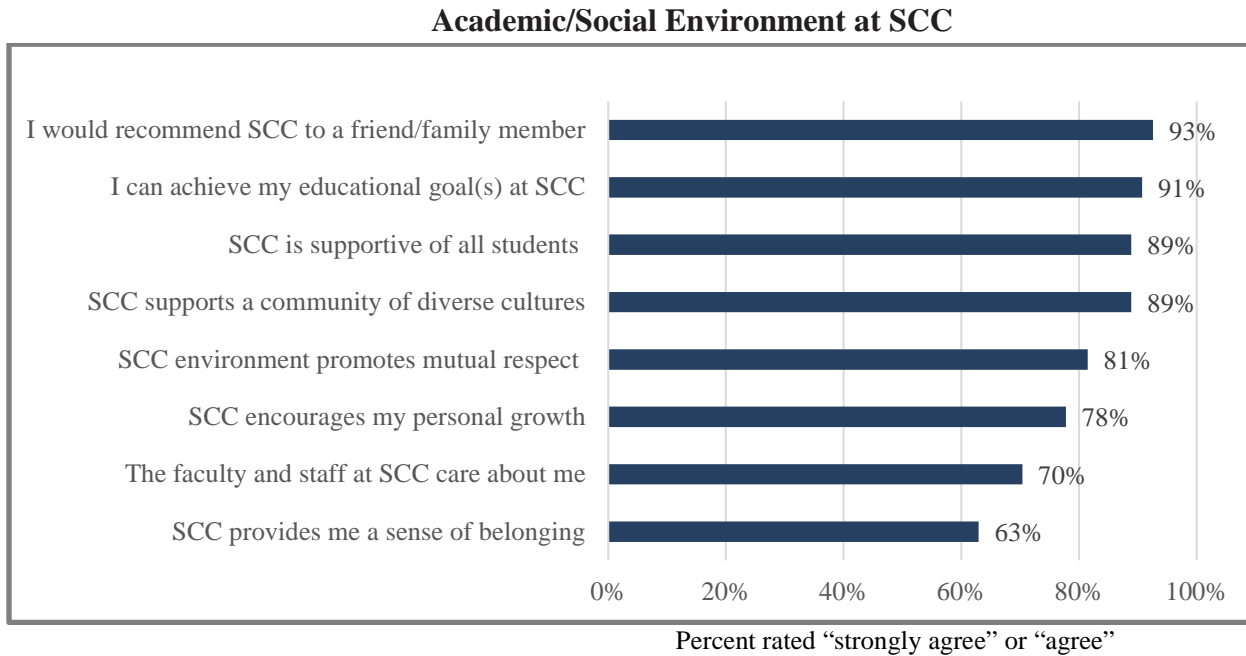
Overall Satisfaction



Academic/Social Environment

Respondents rated how engaged they were both academically and socially while attending SCC. Among all the listed categories, the highest rated was “I would recommend SCC to a friend or family member” (93%). The percentages of respondents who “strongly agree” or “agree” with the listed statements indicate that at least 63% of the respondents were satisfied with the quality of the academic/social environment at SCC.

Students’ agreement was lowest with the statements of “SCC provides me a sense of belonging” (63%) and “the faculty and staff at SCC care about me as individuals” (70%).



Sources of University Transfer Information

Respondents reported that they received transfer information from a variety of sources. The most frequently cited source of transfer information was “SCC counselor” (87%) with 60% of those respondents rating the quality of the information as “excellent” or “good”.

Notably, only 30% of the respondents mentioned “SCC Transfer Success Center workshops” as a source of information; however, the quality of the information provided received high rating of “excellent” or “good” (81%).

Transfer Information Source	Percent Who "Have Used" Source	Percent Who Rated Source as “Excellent” or “Good” *
SCC counselor	87%	60%
SCC instructor	81%	89%
SCC Transfer Success Center	81%	72%
Friends/other students	74%	83%
Parent or family member	72%	79%
University catalog/brochure	63%	82%
SCC Transfer Success Center website	56%	80%
Visits to university campuses	54%	83%
University representatives	39%	71%
University Transfer Fair	35%	68%
SCC Transfer Success Center workshops	30%	81%
SCC Transfer Success Center social media	24%	62%

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

Information about Respondents

Highlights

Demographics and Characteristics

- The majority of the respondents are under 25 years of age (73%), White (69%) and female (69%).
- For two-fifths (41%) of the respondents, the gross household income for 2016 year was above \$40,000.
- Very few respondents identified themselves as students who are serving or have served in the U.S. military. Similarly, very few students reported having been a foster youth or in the foster care system at any time (2%) or requesting assistance because of a disability (9%).
- One-quarter (25%) of the respondents are “first-generation” college students, defined here as students of whom neither parent ever attended college.

Educational Plans and Preparation

- Most students enrolled at SCC with the clear initial goal of transferring from the start (86%) and 55% of the respondents had a clear idea of their majors.
- About two-thirds (67%) of the respondents were reportedly eligible for CSU or UC admission directly after high school.
- Most of the respondents reported that they followed a CSU educational plan (66%) and 63% transferred to a CSU university.

Enrollment Characteristics at SCC and Current University

- While at SCC, respondents majored mainly in Psychology, Liberal Arts and Business Administration, while 11% were undecided/undeclared. At the 4-year universities, respondents majored in Psychology, Business Administration, Sociology and Child Development.
- Respondents reported that while at SCC, family assistance was the main source of financing their college education (49%). Whereas, at their current university respondents reported financing their college education with financial aid (67%).
- Slightly more than two-thirds (69%) of the respondents are employed while attending their current four-year universities whereas three-fourths worked while enrolled at SCC.
- More than one-half (60%) of the respondents attended SCC for five or more semesters.

Demographics and Characteristics

Most of the survey respondents who transferred from SCC in 2015-16 were under 25 years of age (73%), White (69%) and female (69%). The gross household income for 2016 was above \$40,000 for about two-fifths of the respondents.

Very few respondents identified themselves as students who are serving or who have served in the U.S. military (2%). Similarly, very few students reported being a foster youth or in the foster care system (2%), or requesting assistance because of a disability (9%). While these populations were very low, the college continues to focus on helping all students.

	Percent of Respondents n=55
Ethnicity*	
White	69%
Latino	26%
Asian/Pacific Islander	11%
American Indian/Al. Native	6%
African-American	2%
Other	2%
Age	
< 19 yrs.	2%
20 yrs. to 21 yrs.	16%
22 yrs. to 25 yrs.	55%
26 yrs. to 29 yrs.	11%
30 yrs. to 39 yrs.	5%
40 yrs. +	11%
Gender	
Female	69%
Male	31%
Gross Household Income (2016)	
< \$12,000	11%
\$12,001 to \$18,000	4%
\$18,001 to \$24,000	11%
\$24,001 to \$40,000	11%
Over \$40,000	41%
I don't know	22%
Have you or are you currently serving in the U.S. military?	
Active	2%
Veteran	3%
Does not apply	95%
Are/Were you a foster youth or in the foster care system?	
Yes	2%
No	98%
Have you ever requested assistance because of a disability?	
Yes	9%
No	89%

Only 25% of respondents (as shown in the shaded cell) were “first-generation” college students, defined here as students of whom neither parent ever attended college. 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.

Father’s Education	Mother’s Education			Total
	No College	Some College, No Degree	College Degree	
No College	25%	8%	2%	35%
Some College, No Degree	6%	2%	16%	24%
College Degree	4%	2%	35%	41%
Total	35%	12%	53%	100%

Educational Plans and Preparation

Slightly over one-half (53%) of the respondents stated that while in elementary school they decided to attend college and 42% decided while in high school or as an adult. Of the total respondents, eighty-six percent enrolled at SCC with the clear goal of transferring from the very beginning of their college career. The majority of the respondents enrolled at SCC with certainty of their majors from the start (55%), whereas forty-five percent could have been influenced concerning their major areas of study. More than half of the respondents followed a CSU educational plan (66%) and now attend a CSU university (63%).

Educational Plans and Preparation	Percent of Respondents N=55
First decided to go to college In elementary school In junior high school In high school As an adult	53% 5% 33% 9%
Had already decided to transfer to a 4-year university when I entered SCC Yes No	86% 14%
Already had a clear idea of major when I entered SCC Yes No	55% 45%
Eligible to enroll at CSU/UC upon HS graduation Yes No, I needed to take required courses (math or English) Not sure No, I needed to raise my GPA	67% 16% 2% 15%
Worked with a counselor to create an educational plan? Yes No	82% 18%
If yes, which educational plan did you follow? Plan B (CSU) Plan C (UC, a.k.a. IGETC) 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	66% 34% 6% 63% 11% 15% 5%

Enrollment Characteristics at SCC and Current University

The majority of the respondents were enrolled full-time at SCC (69%) and at their current university (84%). Seventy-four percent of respondents spent 10 or fewer hours a week studying at SCC compared to forty-four percent at their current universities.

While at SCC, respondents reported a major in Psychology, Liberal Arts and Business Administration. At the four-year universities, respondents reported a major in Psychology, Business Administration, Sociology and Child Development. Family assistance was the top source of financing college education (49%) at SCC; however, more respondents reported financing their college education at their current university with financial aid (67%).

	Percent of Respondents n=55	
	At SCC	At Current University
Enrollment Status		
Full-Time	69%	84%
Part-Time	31%	16%
Hours Spent Studying/Week		
0 to 5 hours	30%	15%
6 to 10 hours	44%	29%
11 to 15 hours	15%	29%
16 hours +	11%	27%
Major		
Psychology	11%	11%
Liberal Arts	11%	2%
Business Administration	7%	7%
Sociology	6%	6%
Kinesiology	6%	4%
Child Development	6%	6%
Undecided/Undeclared	11%	0%
Others	42%	64%
Financing*		
Family Assistance	49%	43%
Work Full/Part-Time	33%	39%
Financial Aid	44%	67%
Personal Savings	25%	31%
Scholarship	7%	20%
Employer Support	0%	4%

* total exceeds 100% due to multiple responses

Nearly three-quarters (73%) of the respondents were employed while attending SCC than were at their current four-year universities (64%). Forty-seven percent of respondents applied and received financial aid while at SCC, about two-fifths (38%) did not apply for financial aid, 9% responded they were not eligible, 4% did not know they could apply and very few (2%) stated they couldn't remember or didn't know. Over half of the respondents (60%) attended SCC for five or more semesters.

	Percent of Respondents n=55
Employment	
Employed while at SCC	73%
Employed while at current university	64%
Hours worked while attending SCC	
Part-time (1-39 hours)	65%
Full-time (40+ hours)	8%
Not work (0 hours)	27%
Hours worked while attending current university	
Part-time (1-39 hours)	47%
Full-time (40+ hours)	16%
Not work (0 hours)	36%
Did you apply & receive financial aid at SCC?	
Yes	47%
No	38%
Did not know how to	0%
Did not know I could	4%
Do not remember/Do not know	2%
Not Eligible	9%
# of Semesters at SCC	
0-2 semesters	22%
3-4 semesters	18%
5-6 semesters	38%
7-8 semesters	15%
9 or more semesters	7%

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Suggestions for Improving the Academic Preparation at SCC

- Counselors give conflicting information/advice; better counselors for academic goals (9)
- Assist with potential career paths and how to best attain them (4)
- Incorporate group projects/presentations into most classes, because these types of work were involved in every university class I took (2)
- Keep **Phillip Crabill** as the main counselor
- SCC MUST improve its communication to students on the transfer process.
- Good study habits.
- I would hope that the instructors would be more willing to be available outside of class.
- More classes.
- A SCC Gmail that all professors and students have, to make communication easier.
- Better parking.
- More awareness of the programs available.
- Better understanding of veterans perspectives- I wish some of the instructors would respect the experience of our veterans a little more, especially those who serve in ground assault units or other roles that undergo extensive preparation in customs, rituals and politics of an area before we go there.
- Better instructors
- Improve internet connection.
- Add money to student groups and resources.

Suggestions for Improving the Transfer Support at SCC

- Counselors need to take more time with students to explain everything and not just rush through everything (9)
- More knowledge about transferring to out of state schools (4)
- Better customer service (2)
- I think the next level of support is to follow up with the interested students and put some pressure on them to pass and move on (2)
- Hold mandatory classes/orientations for all new students on how to transfer to a four-year university and make transfer support more available to students (2)
- The transfer success center is great, but from the moment you start at SCC, the help should start there (2)
- More events.
- Make the counselors appear as if they actually enjoy their jobs and the students are not a bother to them.
- I am grateful for **Sharon Wright** for taking the time to go over my educational plan with me several times.
- Students should be better prepared for the realities that come with transferring-housing/rent, food, transportation, etc. an Adult 101 course. Such counseling could really provide a student more stability and security when entering into a new chapter in their education tracks.

What Respondents Liked Most about SCC

- At SCC, you can tell the professors really care about the success of their students. They go above and beyond in order for their students to do well in their classrooms (16)
- The location and campus itself was a great place to be (16)
- The accessibility of classes (4)
- Small classes (3)
- The updated campus buildings (2)
- Friends I made there (2)
- The ample amount of help received from the transfer center (2)
- The ability to take a variety of classes at a reasonable rate (2)
- The community developed through student clubs and organizations (2)
- English Professors: **Rick Adams** and **Will Lennertz** were great.
- The STEM counselors. I had a better experience with counselors at SCC then I do with the counselors at the University I currently attend.
- **Professor Craig Rutan** from Physics & Engineering to this day is still the best professor I have ever had.
- I miss SCC. I wish the CSU had all the programs that SCC has.
- I played on the men's soccer team, and I think that really connected me with the school. The coaching staff pushed us to do our best both on the field and in the classroom. The faculty members were also very passionate and helpful in their respective fields, making for a fun and easy learning environment.
- Biology Professors: **Robert Houska (2)**, **El Saed**, and **Professor Charleen Powers** gave me an excellent foundation for my nursing studies at CBU.
- I liked how most students were focused on completing their work, and not so much sitting around wasting time.
- Great professors for the honors classes.
- There was always somewhere to park, even if it was far away. That was by far the best thing about the place.
- **Dr. Denise Foley** from Biology, and **Dr. Alex Taber** from Economics, were among my favorite professors. They really allow a student to excel by teaching the student how to go about studying and understanding different concepts in a proficient manner.



SCC Transfer Student Survey, 2016

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

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

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

2. 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

3. Your gender:

- Male
- Female
- Other

4. 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

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

- Yes
- No
- Decline to state

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

- Yes
- No
- Decline to state

7. Did you apply for and receive financial aid at SCC?

- 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)

8. 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

9. 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"/>

10. 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)

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

- Yes
- No

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

- Yes
- No

13. 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

14. Did your coursework at SCC provide you with the academic skills and knowledge to succeed in your coursework at the university?

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

15. Did you attend SCC 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

16. How many semesters did you attend SCC?

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

17. What was your major while at SCC?

18. What is your major at your current university?

19. 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

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

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

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

	Yes	No
SCC	<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"/>		

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

	0-5 hours	6-10 hours	11-15 hours	16+ hours
At SCC	<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"/>

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

	personal savings	work full/part-time	financial aid	family/spouse	scholarship(s)	employer
At SCC	<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"/>

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

	Excellent	Good	Average	Below Average	Poor
My overall experience at SCC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The campus environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom learning experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
Relationship with SCC counselors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with SCC instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with other students at SCC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationship with staff at SCC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
SCC 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"/>
SCC supports a community of diverse cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCC provides me a sense of belonging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The faculty and staff at SCC care about me as individuals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCC provides an environment that encourages my personal growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCC 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 SCC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend SCC to a friend or family member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. To what extent do you agree with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
Critically analyze, evaluate, organize and use quantitative and qualitative data to solve problems and develop logical models, hypotheses and beliefs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creatively use concepts to make learning relevant.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflectively assess one's values, assumptions, and attitudes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take responsibility for one's own learning and wellbeing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn about one's chosen academic major, while creating connections across disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn about professional conduct, including workplace and community ethics, conflict management, and teamwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate ideas in a clear and articulate manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate accurately to diverse audiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate in various formats using diverse technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Act to maintain one's dignity and self-respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Act as a responsible community member who treats others with respect, civility, empathy, honesty and dignity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Act to increase the wellbeing of the global community by maintaining cultural literacy, lifelong learning, ethical consideration of each other, and the environment we all share.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. During your education at SCC, 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"/>
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"/>
Had a discussion with an instructor/counselor about my career and educational plans	<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 my 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 I was 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"/>

28. 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
SCC Transfer Success Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCC Transfer Success Center workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCC Transfer Success Center social media sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCC Transfer Success Center website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCC counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SCC 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"/>

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

Yes

No

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

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

31. What did you like most about SCC?

32. What suggestions do you have to improve the academic preparation at SCC?

33. What suggestions do you have for improving the **transfer support** at SCC?