Determines the degree to which Santa Fe Community College (Florida) is providing quality educational programs and services to its students. Surveys outgoing students to gather their opinions and perceptions of the educational experiences and services they received while attending the college. The survey instrument is divided into three sections: (1) determining students' satisfaction with the educational experiences they encountered while attending the college; (2) offering students the opportunity to rate the various services offered to support those academic functions; and (3) requesting feedback concerning students' satisfaction with the preparation they received at Santa Fe. The targeted population of the study consists of all graduate candidates for either an Associate of Arts or Associate of Science degree, or students completing a Technical Certificate or a Certificate of Training program during the 1998-99 reporting year (summer/fall 1998 and spring 1999). Provides a synopsis of the major highlights of this year's study, which included 2,197 participants. The conclusions are grouped and presented by students' evaluation of their educational experiences, the quality of the services they received at the college, and their overall opinions of their preparation and satisfaction with the college in general. The summary is followed by a four-year graphical trend analysis of the survey results. (VWC)
Graduate Assessment Survey Report

Santa Fe Community College
Office of Institutional Research and Planning
3000 NW 83rd Street
Gainsville, FL 32606-6200

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Graduate Assessment Survey Summary

An Overview of the Survey Procedures

The Graduate Assessment Survey Report, formerly the Graduate Perceptions Study, is conducted annually by the Office of Institutional Research and Planning (IRP) as a primary measure of Santa Fe Community College's (SFCC's) performance. The title of the study has been changed to more accurately reflect the increased significance of the study as one of the major assessment tools used in the college planning process. The purpose of the study is to determine the degree to which the college is providing quality educational programs and services which are core to the mission of the institution.

The objectives of the study are accomplished by surveying outgoing students to gather their opinions and perceptions of the educational experiences and services they received while attending the college. The survey results are forwarded to office and program managers to be used in reviewing their individual area's success in providing services and support to the students.

The survey instrument (copy available in IRP Office) is divided into three sections. Section one focuses on determining students' satisfaction with the educational experiences they encountered while attending the college, while the second section offers students the opportunity to rate the various services offered to support those academic functions. The third section requests feedback concerning students' satisfaction with the preparation they received at Santa Fe.

The targeted population of the study consists of all graduate candidates for either an Associate of Arts (A.A.) or Associate of Science (A.S.) degree, or students completing a Technical Certificate or a Certificate of Training program during the 1998-99 reporting year (summer/fall 1998 and spring 1999). Associate degree seeking students are given the opportunity to voluntarily participate in the survey upon application for graduation. Students completing a certificate program are offered the option of completing the survey in the classroom at the conclusion of their studies. A total of 2,197 students participated in this year's study.

The following synopsis presents the major highlights of this year's study. The conclusions are grouped and presented by students' evaluation of their educational experiences, the quality of the services they received at SFCC, and their overall opinions of their preparation and satisfaction with the college in general. Numbers and percentages are based on the actual number of students responding to each question or those students who indicated they had used the services. The summary is followed by a four-year graphical trends analysis of the survey results.

Results: Educational Experiences at Santa Fe Community College

Central to all efforts and functions of the college is the mission of providing a campus atmosphere and environment which encourages a high-quality learning experience for all students. Annually measuring students' opinions and perceptions of their experiences provides an assessment tool to insure the college is maintaining its commitment of providing services which promotes a nurturing, physical, intellectual and cultural climate. Based on the conclusions of the 1998-99 Graduate Assessment Survey Report, SFCC continues to attain the standards expressed in the college mission.
THE CLASSROOM

Maintaining an optimal learning experience requires a combination of competent instruction, academic support, and an active intellectual and cultural atmosphere. A review of student ratings of their overall “classroom” experiences at SFCC indicates the college is continuing to provide a favorable classroom experience. Of the 2,184 students responding, 88.8% rated the “classroom environment” as good to very good, a slight increase in the rating from the previous year.

Reflecting a high level of satisfaction with the college’s tradition of small classes, students’ responses further support their favorable classroom experiences. A total of 2,029 (92.5%) of the respondents rated their “classroom size” as good to very good. Only seven students expressed dissatisfaction with the number of students enrolled in their classes.

Rating the various labs which provide support to classroom instruction also reveal a significant measure of approval. Reporting a slight decrease from the previous year’s response, “class labs” continue to receive a good to very good rating by approximately eight of ten students or 78.8% of the respondents. A total of 19.0% felt their class lab experiences were average. Evaluating their “computer lab” experiences, 83.8% found the services to be good to very good, while 76.2% gave an equal rating to the “learning labs” which experienced a 4.2% increase in the average response.

THE COURSES

As with their classroom experiences, students expressed an overall satisfaction with “the courses” they selected to take while attending SFCC. When asked to rate the “course content,” 1,734 (79.6%) of the respondents indicated that their experiences were good to very good. Approximately 20.0% gave an average rating, while slightly more than one-half of a percent felt their experiences were poor. Rating the level of “course difficulty,” roughly seven of ten students said it was good to very good, a decrease of 2.8% from the previous year’s rating. Almost three of ten respondents indicated the “course difficulty” was average while less that 1% said it was poor. Students said the “books and materials” used in the courses were satisfactory. A total of 68.3% responded good to very good, while 28.2% rated them as average.

“Testing” and “grading,” two of students’ major areas of criticism, have consistently received surprisingly high ratings for the past four years. Students’ rating of “testing” reveals a 78.1% good to very good response. While less than 1% indicated poor, 21.0% said “testing” procedures were average. “Grading” received an equally high rating from the students. Up 1.6% percentage points from the previous year, 1,757 (80.4%) responded good to very good, with 18.5% choosing average. As with “testing,” approximately 1% responded with a poor or less.

INSTRUCTORS

All programs and support services offered by the college revolve around the mission of providing quality instruction to students. The strongest measures of success in attaining the goals of this mission are the opinions and perceptions of the instruction students received from the faculty. A review of the results of the survey indicate the college continues to meet the “front line” challenges of the classroom. Ratings of “instructor quality” reveal a high level of satisfaction among the 2,188 students responding to the survey. Approximately eight out of ten
students, or 79.6%, felt the quality of the instructors was good to very good, while 19.0% responded with an average rating. Echoing the same high level of satisfaction, 1,768 students (81.1%) considered the “instructor help” as good to very good, with 17.2% rating the assistance as average.

“Concern for the individual” and the “availability of instructors” have long been major influences on students in selecting SFCC as their college of choice. Students continue to highly rate the accessibility to instructors with over three-quarters (76.7%) of the respondents indicating the “availability of instructors” was good to very good, while 20.6% said it was average. Reflecting on the college's central focus of the importance of the individual, 73.8% of the students rated the instructors’ “concern for the individual” as good to very good. While 22.7% indicated it was average, 3.5% felt the concern was poor or less.

LEARNING RESOURCES

The library serves as a major support function at the college for students, faculty and staff. Rating the informational and academic support available through the print and non-print materials, it appears that students are continuously satisfied with the SFCC library. When asked to rate the “Library Print Materials,” a total of 1,345 (73.6%) of the respondents felt the publications and periodicals available to them were good to very good, while 23.1% felt the printed materials were average. Students gave an almost identical rating for the “Library Non-Print Materials.” While 73.2% of the 1,257 students responded with a good to very good rating, 23.8% indicated the non-print materials were average. In both cases, approximately 3% of the respondents rated the print and non-print materials as poor or less.

OVERALL COLLEGE ATMOSPHERE

The campus environment is comprised of many different components which contribute to the “overall college atmosphere.” Diversity, inclusion, and encouraging the exploration of different philosophies all contribute to making SFCC a unique learning experience. Based on students’ opinions, the college is continuing to strengthen the “intellectual atmosphere” of the campus. Increasing almost three percentage points over the past four years, 71.4% of respondents rated the scholarly atmosphere as good to very good, while 26.2% said it was average.

Equally important to all intellectual pursuits is a harmonious environment which exposes students to various cultures and ethnic groups different than their own. According to the survey respondents, the college is succeeding in this mission. Approximately eight of ten students said the “racial harmony” on campus was good to very good, an increase of almost four percentage points above the 1995-96 rating. While 18.5% felt the racial environment was average, less than two percent said it was poor or less.

Creating an environment which contributes to student participation is a difficult task for a commuter campus. Through student government and various clubs and activities, the college encourages students to take part in forming the policies and procedures that govern the institution. When rating their “voice in college policies,” 951 (56.7%) of students indicated their influence was good to very good. While clearly one-third (33.5%) said their opinion in formation of policy was average, 9.9% indicated it was poor or less.
Fundamental to rating all experiences and services offered by the college is the attention given to students by the college staff. Receiving almost identical ratings, seven of ten respondents felt the “attitude of the staff toward the individual” and the “concern for the individual” was good to very good. While 25.4% said the “attitude” was average, 27.3% responded the same to the “concern.” In both areas, the poor to very poor rating experienced a slight decrease from the previous year.

CULTURAL ATMOSPHERE

In efforts to provide a comprehensive educational experience, the college strives to present students with programs and events which will culturally enrich both their education at SFCC and their everyday lives. Rating the various “cultural activities in general,” it appears that students are satisfied with the college’s efforts. Of the 1,394 students responding, 74.1% rated the activities as good to very good. While 22.8% said their experiences were average, approximately 3% said they were poor or less.

Commenting on the quality of the “performing arts” experiences at SFCC, almost 80.0% felt the performances were good to very good. While 2.4% indicated they were poor or less, 18.0% said the performances were average. Of the 1,430 students indicating they had attended an exhibition at the college “art gallery,” 74.4% said the gallery was good to very good, while 22.5% felt it was average.

Two of the college’s most popular events are the Starke Festival of the Arts, held each fall, and the SFCC Spring Arts Festival. Both events, sponsored by the Santa Fe Endowment Corporation and various businesses and governmental agencies, are held to expose students and the community to diverse cultural and creative activities. Based on the survey results, the festivals continue to be well received by students. Of the 1,370 students responding, 1,093 (79.8%) rated the festivals as good to very good, while 18.2% said the events were average. Only 2.0% rated the festivals as poor or less.

Results: Ratings of the Quality of Services Offered At SFCC

In order to provide and maintain the high level of satisfaction students expressed concerning their educational experiences at SFCC, the college offers numerous support services. From financial aid and business affairs, to academic counseling and providing personal safety, the college provides these services to assist students in achieving their goals while attending SFCC. Reviewing the overall results of the 1998-99 survey, it appears the college continues to provide quality services which more than adequately meet students’ needs.

ADMISSIONS, RECORDS, FINANCIAL AID, CLAST, AND BUSINESS AFFAIRS

The first impression students receive of the college is very important as it sets the tone in which they approach and view the services they receive in the future. This first image is generally obtained from the “college catalog.” Based on the opinions of 2,136 of the responses to the question, 81.2% of the students rated the catalog as good to very good. Eight of ten graduates gave an equally good to very good rating to the “course schedule” which they use each term to register for their classes.
Initial contact with the college usually occurs in the Admissions and Records Office or in the registration process. Students' opinions of the services they received in "Admissions and Records" reflect a strong level of satisfaction. A total of 77.3% of the respondents indicated the services they received were good to very good, with 19.6% rating the office as average. In rating the registration process, one of the main areas of complaints at most educational institutions, a total of 1,624 (74.9%) of the students rated their experiences as good to very good. While the average response rate increased from 17.5% the previous year to 20.5% in 1998-99, the poor or less response rate decreased by approximately 1.0%.

When rating matters concerning finance and administrative rules and procedures, students tend to be more critical in their evaluation. This is reflected in students' ratings of "financial aid." Of the 1,559 students indicating they had used the service, 1,003 (64.4%) said the quality of service they received was good to very good. The average response rating increased approximately 2.0% over the previous year. Reviewing SFCC's "billing/fee payments," 71.3% of the students expressed a good to very good opinion, while 24.9% said the procedures were average. The "Petitions Committee" is an area that deals specifically with problems students might have with their records. A total of 828 (70.9%) of the respondents indicated the committee's services were good to very good, while 20.1% felt they were average.

For many students, the College Level Academic Skills Test (CLAST) is one of the final requirements to be completed in order to graduate from the college. Rating the administration of the test, 77.7% said their experience was good to very good, while 20.2% indicated it was average. The poor or less rating decreased 1.2% from the previous year.

**ACADEMIC AND PERSONAL COUNSELING**

The college offers students numerous counseling services to assist them in achieving their career and academic goals as well as dealing with personal problems they may encounter while attending SFCC. Academic counseling is an additional area which receives a more critical analysis by students. Of the 2,015 students that said they had used the service, 1,249 (62.0%) felt the "academic advisement" they received was good to very good, while slightly less than one-quarter (24.4%) of the respondents said it was average.

In all facets of advisement, students are assisted in selecting and are directed toward course work that will best serve their career goals. When rating the guidance they received concerning "information on courses and programs," slightly less than two-thirds (64.1%) of the students found the advisement to be good to very good. While 6.0% indicated it was poor or less, 29.9% indicated it was average. Counseling for "career planning" received similar responses with a 62.2% good to very good and a 28.2% average rating.

To assist the college in attaining its goal of insuring access to all residents of both Alachua and Bradford counties, the college's "Work Exploration Center" serves students with disabilities, limited skills and undefined career goals. Of the 939 respondents, 69.7% felt the help they received was good to very good, while 27.1% said it was average. In the area of "personal counseling," 64.2% indicated they were satisfied and rated the advisement as good to very good. Clearly, one in four students (26.4%) said the counseling was average. Rating the "Alcohol & Drug Awareness Center," which offers crisis assistance to students and counseling concerning information on substance abuse, more than two-thirds (67.9%) of the 661 respondents said that the information and assistance received was good to very good, while 27.5% felt it was average.
STUDENT ACTIVITIES

Santa Fe encourages student participation in various activities, including clubs and organizations, as well as team and intramural sports. Student support for these activities continues to be satisfactory as indicated in the 63.9% good to very good rating and the 30.9% average rating of “student activities in general.” As with the previous year, “student government” received a similar response with a 64.9% good to very good and a 29.9% average rating. Evaluation of the “Black Student Union” reveals strong support among students reporting a 69.2% good to very good response rate from the 520 students who rated the organization.

The college currently has 33 chartered clubs on campus. The ratings for “Clubs-Academic” and “Clubs-Special Interest/Social” reveal a high level of support. Approximately two-thirds of the students responding said both categories of clubs were good to very good. A total of 212 (26.5%) of the students rated the academic clubs as average, while 223 (29.6%) gave the same response for the special interest and social clubs.

Two other major features of the student activities available on campus are intercollegiate team sports (basketball for both men and women, men’s baseball and women’s fast-pitch softball) and intramural leisure-time sports. Of the 689 students rating the “athletic teams,” 67.5% said the programs were good to very good, while 27.1% rated them average. Ratings for the “intramural” sports indicated that two-thirds of the students felt the activities were good to very good and 26.7% said they were average.

PERSONAL SAFETY

Reflecting an overall concern of society in general, students continue to voice their concerns for personal safety. Despite the college’s record of maintaining a safe campus, students continue to have concerns with the “overall campus security.” Of the 1,945 respondents, 58.9% indicated it was good to very good. While the poor or less rating remained approximately the same as the previous year, the average rating rose by almost three percentage points. The most important element in providing and maintaining a secure campus environment is the “police assistance” available to students. As with the previous year, slightly more than two-thirds of the respondents said the help they had experienced was good to very good. Again, while the poor to very poor response remained approximately the same at 7.4%, one in four students indicated the assistance was average.

After police assistance, students concerns for lighting and parking are additional components necessary in providing a safe campus atmosphere. While one-third (34.1%) of the respondents rated the “campus lighting” as average, the good to very good response rate decreased 7.5% from the previous year. The poor to very poor rating indicated strong student concerns for this issue, with the negative response increasing to 17.5%, or 4.5% over the previous year’s survey. Although the number of campus parking spaces has increased and the college maintains adequate spaces to accommodate the traffic generated by the current student population, students’ opinions of “campus parking” continue to decline. Of the 2,076 respondents, 854 (41.1%) rated parking poor to very poor, an increase in the disapproval rate of 5.0% from the previous year. This strong negative rating is reflected in the 29.9% good to very good response rate, also down 5.3% from last year’s response.
ANCILLARY SERVICES

In addition to the direct support functions, the college offers many ancillary services which provide on-campus assistance to students such as the bookstore, food services and job placement. A review of the services offered by the "Bookstore" indicates only slight changes in the ratings over the past four years. As with the previous year, slightly more than two-thirds (67.2%) of the students said the services offered were good to very good, while one in four felt the store was average. Students' ratings of the food service also remained consistent with the previous years. While 56.5% of the 1,696 respondents rated the "Cafeteria" as good to very good, 32.1% said the services were average. The remaining 193 (11.4%) students said the service was poor or less.

To assist students in planning their career objectives, the college offers placement assistance as well as counseling and assessment services. A review of the "job placement" services reveals a 65.5% good to very good rating. While 27.4% of the 694 respondents felt the services were average, 7.6% said they were poor or less. An analysis of the "Career Exploration" services reveals that approximately seven of ten respondents felt the services were good to very good, while one-fourth (25.3%) of the students said the services were average.

Based on a summation of the responses to all the experiences and services rated in the 1998-99 Graduate Evaluation Survey, it appears the college is continuing to provide a quality education to students. In reviewing the total responses to all of their educational experiences combined, 76.6% of the students responded good to very good, while 20.9% said their experiences were average. The poor to very poor rating was 2.5%. Ratings for the quality of all services combined indicates that 65.7% felt the services were good to very good. While the good to very good rating decreased by approximately three percentage points from the 1997-98 report, the average rating increased slightly more than two percentage points to 25.7%.

Perhaps the most convincing indicators of the college's success in achieving its mission are revealed in the assessment of the preparation students received and the age-old word-of-mouth recommendation. When asked, "Are you satisfied with the preparation you received at SFCC for continuing your education or for further employment?" 97.5% of the 2,135 respondents said "yes," while only 2.5% said they did not feel prepared. This high level of overall satisfaction with the total experience at the college is evident in the response to the final question on the survey. When asked "Would you recommend Santa Fe to your friends?" a total of 2,081 (97.4%) of the 2,136 former students replied "yes."
Class Size

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Class Labs

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### Learning Labs

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### Class Environment

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### Testing

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### Grading

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### Books & Materials

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### Course Content

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Total Response 1,763, 1,963, 2,301, 2,178

Total Response 1,741, 1,948, 2,284, 2,159

BEST COPY AVAILABLE
### Instructor Help

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### Availability of Instructors

**1995-96**
- Very Good: 636 (36.3%)
- Good: 752 (42.9%)
- Average: 316 (18.0%)
- Poor: 39 (2.2%)
- Very Poor: 9 (0.5%)

**1996-97**
- Very Good: 645 (32.8%)
- Good: 885 (45.0%)
- Average: 377 (19.2%)
- Poor: 51 (2.6%)
- Very Poor: 7 (0.4%)

**1997-98**
- Very Good: 793 (34.6%)
- Good: 1,015 (44.2%)
- Average: 414 (18.0%)
- Poor: 67 (2.9%)
- Very Poor: 5 (0.2%)

**1998-99**
- Very Good: 700 (32.2%)
- Good: 968 (44.5%)
- Average: 448 (20.6%)
- Poor: 56 (2.6%)
- Very Poor: 5 (0.2%)

**Total Response**
- 1,752
- 1,965
- 2,294
- 2,177

### Concern for Individual

**1995-96**
- Very Good: 617 (35.2%)
- Good: 726 (41.4%)
- Average: 356 (20.3%)
- Poor: 46 (2.6%)
- Very Poor: 9 (0.5%)

**1996-97**
- Very Good: 607 (31.0%)
- Good: 867 (44.2%)
- Average: 418 (21.3%)
- Poor: 54 (2.8%)
- Very Poor: 15 (0.8%)

**1997-98**
- Very Good: 751 (32.8%)
- Good: 946 (41.3%)
- Average: 504 (22.0%)
- Poor: 75 (3.3%)
- Very Poor: 13 (0.6%)

**1998-99**
- Very Good: 700 (32.2%)
- Good: 905 (41.6%)
- Average: 493 (22.7%)
- Poor: 67 (3.1%)
- Very Poor: 8 (0.4%)

**Total Response**
- 1,754
- 1,961
- 2,289
- 2,173

17
### Library Print Materials

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Intellectual Atmosphere

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**Attitude of Staff toward Individual**

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Art Gallery

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Cultural Activities
in General

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Course Schedule

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Total Response 1,740 1,961 2,290 2,165

22

BEST COPY AVAILABLE
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24 BEST COPY AVAILABLE
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Total Response: 453, 610, 713, 689

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Total Response: 1,231, 1,419, 1,675, 1,496

### Campus Parking

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Very Good</td>
<td>165</td>
<td>9.7%</td>
<td>217</td>
<td>11.5%</td>
</tr>
<tr>
<td>Good</td>
<td>342</td>
<td>20.2%</td>
<td>471</td>
<td>24.9%</td>
</tr>
<tr>
<td>Average</td>
<td>511</td>
<td>30.1%</td>
<td>551</td>
<td>29.1%</td>
</tr>
<tr>
<td>Poor</td>
<td>351</td>
<td>20.7%</td>
<td>348</td>
<td>18.4%</td>
</tr>
<tr>
<td>Very Poor</td>
<td>326</td>
<td>19.2%</td>
<td>306</td>
<td>16.2%</td>
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Total Response: 1,695, 1,893, 2,205, 2,076
### Campus Lighting

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<tr>
<td>Very Good</td>
<td>242</td>
<td>278</td>
<td>339</td>
<td>248</td>
</tr>
<tr>
<td>Good</td>
<td>689</td>
<td>751</td>
<td>838</td>
<td>712</td>
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<tr>
<td>Average</td>
<td>513</td>
<td>578</td>
<td>651</td>
<td>675</td>
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<td>Poor</td>
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<td>156</td>
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<td>234</td>
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<td>Very Poor</td>
<td>61</td>
<td>36</td>
<td>79</td>
<td>113</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>1,799</strong></td>
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### Overall Campus Security

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<td>356</td>
<td>393</td>
<td>303</td>
</tr>
<tr>
<td>Good</td>
<td>758</td>
<td>829</td>
<td>907</td>
<td>842</td>
</tr>
<tr>
<td>Average</td>
<td>484</td>
<td>562</td>
<td>655</td>
<td>668</td>
</tr>
<tr>
<td>Poor</td>
<td>55</td>
<td>54</td>
<td>96</td>
<td>93</td>
</tr>
<tr>
<td>Very Poor</td>
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<td>21</td>
<td>38</td>
<td>39</td>
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<td><strong>Total</strong></td>
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<td><strong>2,089</strong></td>
<td><strong>1,945</strong></td>
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### Bookstore

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<tr>
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<tr>
<td>Very Good</td>
<td>385</td>
<td>382</td>
<td>505</td>
<td>429</td>
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<tr>
<td>Good</td>
<td>800</td>
<td>867</td>
<td>1,012</td>
<td>993</td>
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<tr>
<td>Average</td>
<td>435</td>
<td>546</td>
<td>572</td>
<td>533</td>
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<tr>
<td>Poor</td>
<td>79</td>
<td>98</td>
<td>99</td>
<td>114</td>
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<tr>
<td>Very Poor</td>
<td>24</td>
<td>31</td>
<td>49</td>
<td>47</td>
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<tr>
<td>Total</td>
<td>1,723</td>
<td>1,924</td>
<td>2,237</td>
<td>2,116</td>
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### Cafeteria

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<tr>
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<tr>
<td>Very Good</td>
<td>223</td>
<td>245</td>
<td>308</td>
<td>274</td>
</tr>
<tr>
<td>Good</td>
<td>560</td>
<td>641</td>
<td>703</td>
<td>684</td>
</tr>
<tr>
<td>Average</td>
<td>476</td>
<td>509</td>
<td>619</td>
<td>545</td>
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<tr>
<td>Poor</td>
<td>115</td>
<td>128</td>
<td>138</td>
<td>146</td>
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<tr>
<td>Very Poor</td>
<td>41</td>
<td>39</td>
<td>75</td>
<td>47</td>
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<td>Total</td>
<td>1,415</td>
<td>1,562</td>
<td>1,843</td>
<td>1,696</td>
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Health Services

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<tbody>
<tr>
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<td>151</td>
<td>151</td>
<td>223</td>
<td>160</td>
</tr>
<tr>
<td>Good</td>
<td>297</td>
<td>309</td>
<td>336</td>
<td>350</td>
</tr>
<tr>
<td>Average</td>
<td>133</td>
<td>183</td>
<td>213</td>
<td>224</td>
</tr>
<tr>
<td>Poor</td>
<td>39</td>
<td>34</td>
<td>36</td>
<td>41</td>
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<tr>
<td>Very Poor</td>
<td>13</td>
<td>36</td>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>633</td>
<td>713</td>
<td>838</td>
<td>802</td>
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Job Placement

<table>
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<tbody>
<tr>
<td>Very Good</td>
<td>128</td>
<td>147</td>
<td>202</td>
<td>152</td>
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<tr>
<td>Good</td>
<td>218</td>
<td>255</td>
<td>312</td>
<td>299</td>
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<tr>
<td>Average</td>
<td>123</td>
<td>166</td>
<td>200</td>
<td>190</td>
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<td>36</td>
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<td>Very Poor</td>
<td>10</td>
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<td>17</td>
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<tr>
<td>Total</td>
<td>502</td>
<td>606</td>
<td>755</td>
<td>694</td>
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<tr>
<td>-----------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Very Good</td>
<td>221</td>
<td>252</td>
<td>294</td>
<td>232</td>
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<td>Good</td>
<td>312</td>
<td>387</td>
<td>460</td>
<td>425</td>
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<tr>
<td>Average</td>
<td>154</td>
<td>199</td>
<td>259</td>
<td>238</td>
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<tr>
<td>Poor</td>
<td>19</td>
<td>35</td>
<td>26</td>
<td>34</td>
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<tr>
<td>Very Poor</td>
<td>8</td>
<td>4</td>
<td>14</td>
<td>12</td>
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<td>Total</td>
<td>714</td>
<td>877</td>
<td>1,053</td>
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</table>

**Career Exploration**

1995-96
1996-97
1997-98
1998-99

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38
Satisfied with Preparation

Student response to the question, "Are you satisfied with the preparation you received at SFCC for continuing your education or for further employment?"

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>1995-96</td>
<td>1,679</td>
<td>39</td>
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<tr>
<td>1996-97</td>
<td>1,863</td>
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<tr>
<td>1997-98</td>
<td>2,172</td>
<td>73</td>
</tr>
<tr>
<td>1998-99</td>
<td>2,081</td>
<td>54</td>
</tr>
</tbody>
</table>

Recommend Santa Fe to Friends

Student response to the question, "Would your recommend Santa Fe to your friends?"

<table>
<thead>
<tr>
<th>Year</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995-96</td>
<td>1,665</td>
<td>36</td>
</tr>
<tr>
<td>1996-97</td>
<td>1,863</td>
<td>42</td>
</tr>
<tr>
<td>1997-98</td>
<td>2,174</td>
<td>66</td>
</tr>
<tr>
<td>1998-99</td>
<td>2,081</td>
<td>55</td>
</tr>
</tbody>
</table>
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EFF-089 (9/97)