

The Student Government Association (SGA) survey was sent out to 5,643 undergraduate students from February 11 – April 6, 2015. This report documents findings of analyses conducted with data gathered from 1,267 (22% response rate) traditional undergraduates at Azusa Pacific University (APU). This survey lends insight into a variety of aspects of students' experiences including the type of advising support they receive, their campus experience, their educational experience, and the social and spiritual support they receive.

Due to the wide range of topics that were explored, and the relatively large number of analyses that were conducted, selected findings are presented below followed by a brief narrative on key findings.

The Key findings are organized into four categories: Advising and Support; Campus Experience; Educational Experience; and Social and Spiritual Support. The reader is encouraged to consult the table and figures in this report for more detail regarding subjects of interest.

### **Key Findings:**

- **Advising and Support**
  - Seventy-three (73%) percent of participants either agreed or strongly agreed that One Stop had been helpful in responding to their academic questions (Table 13).
  - Sixty-one (61%) percent of participants either agreed or strongly agreed that they felt comfortable going to the Health Center for their health concerns (Table 36).
  
- **Campus Experience:**
  - The top five reasons in rank order that gave participants a sense of belonging at APU were Academics/Major, Time spent with friends in living areas, Faculty and Staff, Time spent with friends in eating areas, and Residence Life (Table 3).
  - Seventy-five (75%) of participants rated the overall events of Communiversy as either average or good (Table 24).
  - Sixty (60%) of participants rated student union building (Cougar Dome) as either average or good (Table 24).
  - Seventy-three (73%) percent of participants lived on campus (Table 26).
  - Seventy-one (71%) percent of participants were either satisfied or very satisfied with campus security being provided for on campus housing (Table 29).
  - Seventy-four (74%) percent of participants agreed or strongly agreed that they believe it is important to have a student government at APU (Table 39).

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

- **Educational Experience**
  - Ninety-one (91%) percent participants either agreed or strongly agreed that they intend to graduate from APU (Table 4).
  - Ninety-one (91%) percent of participants were able to register for the general educational classes this academic year (Table 4).
  - Eighty-seven (87%) percent of participants were either satisfied or very satisfied with the amount of learning in their classes at APU (Table 7).
  - Eighty-four (84%) percent of participants either agreed or strongly agreed that the classes for their major challenged them academically (Table 9).
  - Fifty-eight (58%) percent of participants either agreed or strongly agreed that the general education classes challenged them academically (Table 9).
  - Seventy-one (71%) percent of participants said that it is important for APU to require professors to use an online grading system (Table 10).
  - Seventy-three (73%) percent of participants either agreed or disagreed that APU offered an exceptional number of study abroad programs (Table 14).
  
- **Social and Spiritual Support**
  - Eighty (80%) percent of participants were either satisfied or very satisfied that their professors encouraged and facilitated their personal spiritual growth in the classroom (Table 8).
  - Eighty-two (82%) percent of participants either agreed or strongly agreed that they were generally able to develop relationships with their professors (Table 9).
  - Sixty-one (61%) percent of participants either agreed or strongly agreed that they were informed about ministry and service opportunities (Table 14).
  - Eighty (80%) percent of participants said that they have never or rarely experienced discrimination because of their gender (Table 38).
  - Eighty (80%) percent of participants said that they have never or rarely experienced discrimination because of their race/ethnicity (Table 38).
  - Eighty-nine (89%) percent of participants said that they have never or rarely experienced discrimination because of their religion (Table 38).
  - Ninety-six (96%) percent of participants said that they have never or rarely experienced discrimination because of their sexual orientation (Table 38).

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

The following Tables include all responses from the survey participants; while demographics begin on page 26. *Other* comments related to participants' fill-in begin on page 31. Finally, Open-ended comments begin on page 47.

**Table 1**

**Please choose how many schools (including APU) you applied to for admission:**

| Answer | Response   | %            |
|--------|------------|--------------|
| 1      | 216        | 17.0%        |
| 2-3    | 382        | 30.1%        |
| 4-5    | <b>400</b> | <b>31.6%</b> |
| 6+     | 269        | 21.2%        |
| Total  | 1,267      | 100.0%       |

**Table 2**

**Please choose how many schools (including APU) at which you were accepted for admission:**

| Answer | Response   | %            |
|--------|------------|--------------|
| 1      | 256        | 20.2%        |
| 2-3    | <b>504</b> | <b>39.8%</b> |
| 4-5    | 336        | 26.5%        |
| 6+     | 171        | 13.5%        |
| Total  | 1,267      | 100.0%       |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

Table 3

**What would be your top five reasons that give you a sense of belonging at APU? Please choose no more than the five reasons most important to you.**

| Answer   | Response   | %            |
|--|------------|--------------|
| Academics/Major  | <b>913</b> | <b>73.5%</b> |
| Attending sports events  | 182        | 14.7%        |
| Chapel   | 332        | 26.7%        |
| Communiversities sponsored events (concerts, outdoor adventures, clubs & organizations, intermurals, etc...) | 274        | 22.1%        |
| Commuter Programs  | 57         | 4.6%         |
| D-groups   | 150        | 12.1%        |
| Drama/Theatre (film production, etc...)  | 53         | 4.3%         |
| Faculty and Staff  | <b>598</b> | <b>48.1%</b> |
| Leadership Positions   | 300        | 24.2%        |
| Ministry and Service   | 233        | 18.8%        |
| Mission Trips  | 208        | 16.7%        |
| Music (Choir, Band, etc...)  | 112        | 9.0%         |
| Office of International Students and Scholars (ISS)  | 24         | 1.9%         |
| Residence Life (events, RA's, etc.)  | <b>339</b> | <b>27.3%</b> |
| Study Abroad   | 287        | 23.1%        |
| Time spent with friends in eating areas  | <b>443</b> | <b>35.7%</b> |
| Time spent with friends in living areas  | <b>763</b> | <b>61.4%</b> |
| Student Center for Reconciliation and Diversity  | 44         | 3.5%         |
| Playing in intercollegiate sports  | 118        | 9.5%         |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

**Table 4**

**I intend to graduate from APU.**

| Answer                     | Response   | %            |
|----------------------------|------------|--------------|
| Strongly Disagree          | 65         | 5.2%         |
| Disagree                   | 16         | 1.3%         |
| Neither Agree nor Disagree | 36         | 2.9%         |
| Agree                      | <b>161</b> | <b>12.9%</b> |
| Strongly Agree             | <b>966</b> | <b>77.7%</b> |
| Total                      | 1,244      | 100.0%       |

**Table 5**

**During the 2014-15 academic year, I have been able to register for the general studies classes that I needed.**

| Answer                                  | Response     | %            |
|---|--------------|--------------|
| Yes                                     | <b>1,171</b> | <b>94.2%</b> |
| No (please specify why and what class): | 72           | 5.8%         |
| Total                                   | 1,243        | 100.0%       |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

Table 6

**I plan to take advantage of summer school courses offered at APU in one or more of the three sessions.**

| Answer                                       | Response   | %            |
|--|------------|--------------|
| Very Unlikely                                | <b>397</b> | <b>31.9%</b> |
| Unlikely                                     | <b>335</b> | <b>26.9%</b> |
| Likely                                       | 258        | 20.7%        |
| Very Likely                                  | 243        | 19.5%        |
| I was unaware that summer school was offered | 11         | 0.9%         |
| Total  | 1,244      | 100.0%       |

Table 7

**The admissions process to be accepted to my program is difficult.**

| Answer                     | Response   | %            |
|----------------------------|------------|--------------|
| <b>Strongly Disagree</b>   | <b>187</b> | <b>15.1%</b> |
| <b>Disagree</b>            | <b>460</b> | <b>37.1%</b> |
| Neither Agree nor Disagree | 391        | 31.5%        |
| Agree                      | 154        | 12.4%        |
| Strongly Agree             | 48         | 3.9%         |
| Total                      | 1,240      | 100.0%       |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

**Table 8**

**Please rate your current level of satisfaction using the scale provided.**

| Question  | Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied    | Very Satisfied | Total Responses | Mean |
|---|-------------------|--------------|------------------------------------|--------------|----------------|-----------------|------|
| How satisfied are you with the availability of classes for your major?  | 3.4%              | 12.6%        | 13.0%                              | <b>47.6%</b> | <b>23.5%</b>   | 1,209           | 3.8  |
| How satisfied are you that your professors have encouraged and facilitated your personal spiritual growth in the classroom? | 1.2%              | 3.6%         | 15.3%                              | <b>46.8%</b> | <b>33.1%</b>   | 1,209           | 4.1  |
| Please rate your overall satisfaction with the amount you have learned in your classes at APU.                              | 1.1%              | 4.2%         | 7.9%                               | <b>52.5%</b> | <b>34.3%</b>   | 1,209           | 4.1  |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

**Table 9**

**Please indicate the extent to which you agree with each of the following statements.**

| Question  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree        | Strongly Agree | Total Responses | Mean |
|---|-------------------|----------|----------------------------|--------------|----------------|-----------------|------|
| I generally am able to develop a relationship with my professors.   | 0.3%              | 4.3%     | 13.8%                      | <b>57.4%</b> | <b>24.3%</b>   | 1,187           | 4.0  |
| The classes for my major challenge me academically.   | 0.7%              | 4.9%     | 10.4%                      | <b>49.5%</b> | <b>34.5%</b>   | 1,187           | 4.1  |
| The classes for my general studies requirement challenge me academically.                                     | 3.5%              | 13.0%    | 25.8%                      | <b>44.0%</b> | <b>13.7%</b>   | 1,183           | 3.5  |
| APU should make admissions requirements harder in order to make the university more academically prestigious. | 4.5%              | 19.0%    | 33.8%                      | <b>27.1%</b> | <b>15.7%</b>   | 1,186           | 3.3  |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*



**Table 10**

**Please indicate the extent to which you agree with each of the following statements.**

| Question  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree        | Strongly Agree | Total Responses | Mean |
|---|-------------------|----------|----------------------------|--------------|----------------|-----------------|------|
| Sakai is a useful tool that is helping me academically.                                       | 4.5%              | 9.6%     | 20.8%                      | <b>47.2%</b> | <b>17.9%</b>   | 1,186           | 3.6  |
| I believe online grading would help me academically.  | 1.3%              | 5.5%     | 19.3%                      | <b>42.7%</b> | <b>31.2%</b>   | 1,184           | 4.0  |
| I believe that it is important for APU to require professors to use an online grading system. | 1.8%              | 7.1%     | 20.1%                      | <b>37.6%</b> | <b>33.5%</b>   | 1,182           | 3.9  |

**Table 11**

**How many of your classes currently use online grading/Sakai?**

| Answer | Response   | %            |
|--------|------------|--------------|
| None   | 101        | 8.5%         |
| 1-2    | <b>630</b> | <b>53.0%</b> |
| 3-4    | 369        | 31.1%        |
| 5-6    | 69         | 5.8%         |
| 6+     | 19         | 1.6%         |
| Total  | 1,188      | 100.0%       |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

**Table 12**

**Please indicate the extent to which you agree with each of the following statements.**

| Question   | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree        | Strongly Agree | Total Responses | Mean |
|--|-------------------|----------|----------------------------|--------------|----------------|-----------------|------|
| The campus computing resources (computer labs, wireless internet access, etc.) are adequate for my academic needs. | 4.4%              | 13.3%    | 21.1%                      | <b>47.0%</b> | <b>14.2%</b>   | 1,186           | 3.5  |
| IMT responds to my needs with the appropriate tools and level of expertise.  | 2.9%              | 9.8%     | 36.0%                      | <b>39.8%</b> | <b>11.5%</b>   | 1,187           | 3.5  |

**Table 13**

**Please indicate the extent to which you agree with each of the following statements.**

| Question   | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree        | Strongly Agree | Total Responses | Mean |
|--|-------------------|----------|----------------------------|--------------|----------------|-----------------|------|
| One Stop has been helpful in responding to my academic questions.  | 3.1%              | 6.6%     | 17.0%                      | <b>46.5%</b> | <b>26.7%</b>   | 1,144           | 3.9  |
| One Stop has been helpful in responding to my financial questions. | 3.5%              | 8.5%     | 21.7%                      | <b>42.2%</b> | <b>24.1%</b>   | 1,091           | 3.7  |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

Table 14a

Please indicate the extent to which you agree with each of the following statements.

| Question   | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree        | Strongly Agree | Total Responses | Mean |
|--|-------------------|----------|----------------------------|--------------|----------------|-----------------|------|
| APU offers an exceptional number of study abroad programs.   | 1.8%              | 8.0%     | 17.6%                      | <b>50.4%</b> | <b>22.2%</b>   | 1,161           | 3.8  |
| I want to participate in a study abroad program.   | 3.0%              | 8.6%     | 17.8%                      | <b>35.9%</b> | <b>34.7%</b>   | 1,160           | 3.9  |
| I feel informed about the ministry and service opportunities that are available for students.  | 2.7%              | 15.0%    | 20.8%                      | <b>48.0%</b> | <b>13.4%</b>   | 1,153           | 3.5  |
| I have developed a greater respect for diverse cultures as a result of my service experience through the Center for Student Action (i.e. Neighborhood Homework House, Action Team, Mexico Outreach). | 2.5%              | 7.6%     | 33.1%                      | <b>38.5%</b> | <b>18.3%</b>   | 1,156           | 3.6  |
| My experience through the Office of Service Learning has strengthened my ability to work with people different from me in terms of ethnicity, gender, age, socio-economic status, etc.               | 3.3%              | 10.0%    | 43.1%                      | <b>34.0%</b> | <b>9.6%</b>    | 1,161           | 3.4  |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

**Table 14b**

Please indicate the extent to which you agree with each of the following statements.

| Question  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree        | Strongly Agree | Total Responses | Mean |
|---|-------------------|----------|----------------------------|--------------|----------------|-----------------|------|
| The Darling Library (West Campus) has provided me with the information and resources that I need.   | 0.9%              | 3.9%     | 33.9%                      | <b>46.6%</b> | <b>14.7%</b>   | 1,162           | 3.7  |
| The Marshburn Library (East Campus) has provided me with the information and resources that I need. | 1.0%              | 2.8%     | 23.8%                      | <b>54.0%</b> | <b>18.3%</b>   | 1,162           | 3.9  |
| The Stamps Library (Theology) has provided me with the information and resources that I need.       | 0.9%              | 1.6%     | 24.2%                      | <b>46.0%</b> | <b>27.2%</b>   | 1,159           | 4.0  |

**Table 15**

Have you visited APU Career Services before?

| Answer    | Response   | %            |
|-----------|------------|--------------|
| Yes       | 465        | 39.6%        |
| <b>No</b> | <b>709</b> | <b>60.4%</b> |
| Total     | 1,174      | 100.0%       |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

**Table 16**

**Have you applied to a job through APU Career Network before?**

| Answer | Response   | %            |
|--------|------------|--------------|
| Yes    | 521        | 44.5%        |
| No     | <b>649</b> | <b>55.5%</b> |
| Total  | 1,170      | 100.0%       |

**Table 17**

**Please rate the ease of use of APU Career Network (APU Online Job Board).**

| Answer         | Response   | %            |
|----------------|------------|--------------|
| Very Difficult | 25         | 4.8%         |
| Difficult      | 102        | 19.6%        |
| Neutral        | <b>205</b> | <b>39.3%</b> |
| Easy           | 141        | 27.1%        |
| Very Easy      | 48         | 9.2%         |
| Total          | 521        | 100.0%       |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

**Table 18**

**Why have you not applied to a job through APU Career Network? (please select all that apply)**

| Answer   | Response   | %            |
|--|------------|--------------|
| Not sure what APU Career Network is                        | <b>185</b> | <b>29.0%</b> |
| I used other job search engines                            | 82         | 12.9%        |
| Jobs/Internship opportunities are not what I'm looking for | <b>139</b> | <b>21.8%</b> |
| Too difficult to navigate                                  | 64         | 10.0%        |
| Word of mouth has been more effective                      | 93         | 14.6%        |
| I have a job already                                       | <b>231</b> | <b>36.2%</b> |
| Other, please explain?                                     | 79         | 12.4%        |

**Table 19**

**Please indicate the extent to which you agree with each of the following statements.**

| Question  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree        | Strongly Agree | Total Responses | Mean |
|---|-------------------|----------|----------------------------|--------------|----------------|-----------------|------|
| I am interested in serving in the local or global community through the Center for Student Action.                                      | 3.7%              | 10.7%    | 28.4%                      | <b>39.6%</b> | <b>17.5%</b>   | 1,148           | 3.6  |
| My service experiences through the Center for Student Action have played an influential role in the continuing development of my faith. | 3.3%              | 9.4%     | 48.4%                      | <b>24.2%</b> | <b>14.6%</b>   | 1,148           | 3.4  |
| My service experiences through the Center for   | 3.1%              | 7.6%     | 52.3%                      | <b>24.3%</b> | <b>12.7%</b>   | 1,150           | 3.4  |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
| Student Action (Mexico Outreach, Local Ministries, Action Teams, etc.) have increased my ability to communicate across cultures. |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

**Table 20**

**I have an adult in my life, who I meet with on a semi-regular basis, who is helping me to grow in my relationship with God.**

| Answer    | Response   | %            |
|-----------|------------|--------------|
| Yes       | 519        | 44.8%        |
| <b>No</b> | <b>639</b> | <b>55.2%</b> |
| Total     | 1,158      | 100.0%       |

**Table 21**

**If yes, this person can best be described as:**

| Answer   | Response   | %            |
|--|------------|--------------|
| Someone I was matched with through Heart to Heart or Blueprints                          | 61         | 11.9%        |
| An APU employee who I spend time with (not associated with Heart to Heart or Blueprints) | 123        | 24.1%        |
| Someone that I know from church  | <b>226</b> | <b>44.2%</b> |
| Other (please specify):  | 101        | 19.8%        |
| Total  | 511        | 100.0%       |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

**Table 22**

**My D-Group participation is best described as:**

| Answer  | Response     | %             |
|---|--------------|---------------|
| An official D-Group through Discipleship Ministries/Campus Pastors Office             | 184          | 16.1%         |
| A D-Group organized by me and my friends (not through Discipleship Ministries Office) | 86           | 7.5%          |
| A D-Group led by an APU faculty or staff (not through Discipleship Ministries Office) | 26           | 2.3%          |
| A small Group organized by a local church   | 38           | 3.3%          |
| I am not in a D-Group   | <b>767</b>   | <b>66.9%</b>  |
| Other (please specify):   | 45           | 3.9%          |
| <b>Total</b>  | <b>1,146</b> | <b>100.0%</b> |

**Table 23**

**If you are not in a D-Group currently, please check all that apply:**

| Answer  | Response   | %            |
|---|------------|--------------|
| I'm too busy to participate in one right now                                    | <b>517</b> | <b>65.3%</b> |
| I don't think a D-Group will help me grow in my relationship with God           | 144        | 18.2%        |
| I'm worried I won't connect with the people in my group                         | 144        | 18.2%        |
| I don't know how to get connected with a D-Group                                | 48         | 6.1%         |
| Other (please specify):   | 91         | 11.5%        |
| I've been in a D-Group while at APU, but have chosen not to be in one currently | 221        | 27.9%        |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*



**Table 24**

**I would rate the quality of:**

| Question                                 | Poor | Average | Good         | Excellent    | Total Responses | Mean |
|--|------|---------|--------------|--------------|-----------------|------|
| The overall events of Communiversy       | 3.4% | 21.4%   | <b>55.6%</b> | <b>19.7%</b> | 1,134           | 2.9  |
| The student union building (Cougar Dome) | 8.1% | 31.7%   | <b>46.5%</b> | <b>13.7%</b> | 1,132           | 2.7  |

**Table 25**

**Please select all the Communiversy events that you have attended or participated in:**

| Answer   | Response   | %            |
|--|------------|--------------|
| Campus life (dances, fun Friday)                     | <b>745</b> | <b>73.7%</b> |
| Performing Arts (Expressions/Coffeehouses, Concerts) | <b>527</b> | <b>52.1%</b> |
| Intramurals  | <b>455</b> | <b>45.0%</b> |
| Outdoor Adventures                                   | 210        | 20.8%        |
| Clubs and Organizations                              | 392        | 38.8%        |
| Commuter Connections                                 | 127        | 12.6%        |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

**Table 26**

**I currently live:**

| Answer     | Response   | %            |
|------------|------------|--------------|
| Off campus | 313        | 27.3%        |
| On campus  | <b>832</b> | <b>72.7%</b> |
| Total      | 1,145      | 100.0%       |

**Table 27**

**Please select the reason why you live off campus:**

| Answer  | Response   | %            |
|---|------------|--------------|
| Family Needs  | 39         | 12.8%        |
| Convenience   | 44         | 14.4%        |
| Financial Reasons   | <b>159</b> | <b>52.1%</b> |
| Desire to live with friends   | 21         | 6.9%         |
| Unable to find on-campus housing that met my needs (type, roommates, etc) | 8          | 2.6%         |
| Ready to move to new living experience (not in on-campus housing)         | 30         | 9.8%         |
| Work requirement  | 4          | 1.3%         |
| Total   | 305        | 100.0%       |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

**Table 28**

**I live:**

| Answer                        | Response  | %            |
|-------------------------------|-----------|--------------|
| Less than 2 miles from campus | 56        | 22.3%        |
| 10+ miles from campus         | <b>96</b> | <b>38.2%</b> |
| 2 - 5 miles from campus       | 53        | 21.1%        |
| 5 - 10 miles from campus      | 46        | 18.3%        |
| Total                         | 251       | 100.0%       |

**Table 29**

**Please indicate the extent to which you agree with each of the following statements.**

| Question   | Very Dissatisfied | Dissatisfied | Neither Satisfied nor Dissatisfied | Satisfied    | Very Satisfied | Total Responses | Mean |
|--|-------------------|--------------|------------------------------------|--------------|----------------|-----------------|------|
| How satisfied are you with your current living situation?                        | 3.6%              | 8.7%         | 12.9%                              | <b>49.5%</b> | <b>25.2%</b>   | 824             | 3.8  |
| How satisfied are you with campus security being provided for on campus housing? | 3.0%              | 9.1%         | 17.0%                              | <b>50.1%</b> | <b>20.8%</b>   | 824             | 3.8  |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

Table 30

**Overall, I consider university housing to be worth the cost.**

| Answer                     | Response   | %            |
|----------------------------|------------|--------------|
| Strongly Disagree          | <b>106</b> | <b>14.3%</b> |
| Disagree                   | <b>251</b> | <b>33.8%</b> |
| Neither Agree nor Disagree | 191        | 25.7%        |
| Agree                      | 172        | 23.1%        |
| Strongly Agree             | 23         | 3.1%         |
| Total                      | 743        | 100.0%       |

Table 31

**I have a car on campus.**

| Answer                   | Response   | %            |
|--------------------------|------------|--------------|
| No and I am a commuter   | 78         | 6.8%         |
| Yes and I am a commuter  | 233        | 20.4%        |
| No and I live on campus  | <b>404</b> | <b>35.4%</b> |
| Yes and I live on campus | <b>426</b> | <b>37.3%</b> |
| Total                    | 1,141      | 100.0%       |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

**Table 32**

**Please choose your on-campus living area:**

| Answer             | Response   | %            |
|--------------------|------------|--------------|
| Freshman Dorms     | <b>252</b> | <b>32.9%</b> |
| University Park    | 104        | 13.6%        |
| Bowles             | 77         | 10.1%        |
| University Village | <b>262</b> | <b>34.2%</b> |
| Alosta Place       | 71         | 9.3%         |
| Total              | 766        | 100.0%       |

**Table 33**

**How often do you have difficulty finding a parking spot during the weekdays (Monday through Friday)?**

| Answer                  | Response   | %            |
|-------------------------|------------|--------------|
| I do not move my car    | 54         | 4.8%         |
| I do not have a car     | <b>396</b> | <b>35.3%</b> |
| 1-3 times/week          | <b>330</b> | <b>29.4%</b> |
| 4-6 times/week          | 186        | 16.6%        |
| 7-10 times/week         | 80         | 7.1%         |
| More than 11 times/week | 76         | 6.8%         |
| Total                   | 1,122      | 100.0%       |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

**Table 34**

**Please rate your level of agreement with each of the following statements.**

| Question   | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree        | Strongly Agree | Total Responses | Mean |
|--|-------------------|----------|----------------------------|--------------|----------------|-----------------|------|
| I am aware of Campus Safety's escort service.      | 2.3%              | 6.3%     | 6.2%                       | <b>56.9%</b> | <b>28.3%</b>   | 1,130           | 4.0  |
| I have used the Campus Safety after hours shuttle. | 10.5%             | 17.5%    | 10.3%                      | <b>39.5%</b> | <b>22.2%</b>   | 1,129           | 3.5  |
| I feel informed about the safety issues on campus. | 2.8%              | 8.0%     | 16.5%                      | <b>53.5%</b> | <b>19.2%</b>   | 1,126           | 3.8  |

**Table 35**

**Please rate the frequency that you use different modes of transportation between campuses.**

| Question   | Never        | Rarely       | Occasionally | Frequently   | Always       | Total Responses | Mean |
|--|--------------|--------------|--------------|--------------|--------------|-----------------|------|
| How frequently do you use the trolley to go between campuses?  | <b>20.5%</b> | <b>23.6%</b> | 23.3%        | 24.3%        | 8.3%         | 1,128           | 2.8  |
| How frequently do you walk or use alternative modes of transportation (bike, skateboard) between campuses? | 10.5%        | 12.4%        | 21.2%        | <b>35.3%</b> | <b>20.6%</b> | 1,126           | 3.4  |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

**Table 36**

**Please indicate the extent to which you agree with each of the following statements.**

| Question  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree        | Strongly Agree | Total Responses | Mean |
|---|-------------------|----------|----------------------------|--------------|----------------|-----------------|------|
| I feel comfortable going to the Health Center when I have health concerns.                    | 4.1%              | 10.7%    | 24.7%                      | <b>42.8%</b> | <b>17.7%</b>   | 1,125           | 3.6  |
| I have been able to obtain an appointment at the Health Center when I need medical attention. | 2.1%              | 5.5%     | 31.1%                      | <b>40.3%</b> | <b>21.0%</b>   | 1,121           | 3.7  |

**Table 37**

**I have received services through the University Counseling Center at some point in my time as an APU student.**

| Answer           | Response   | %            |
|------------------|------------|--------------|
| Yes              | 337        | 29.8%        |
| No               | <b>750</b> | <b>66.3%</b> |
| I don't remember | 45         | 4.0%         |
| Total            | 1,132      | 100.0%       |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

**Table 38**

**Please indicate the level of frequency that you have experienced discrimination at APU with each of the following statements.**

| Question   | Never        | Rarely       | Occasionally | Frequently | Always | Total Responses | Mean |
|--|--------------|--------------|--------------|------------|--------|-----------------|------|
| How frequently, if at all, have you experienced discrimination because of your gender?             | <b>56.7%</b> | <b>23.7%</b> | 15.7%        | 3.6%       | 0.4%   | 1,119           | 1.7  |
| How frequently, if at all, have you experienced discrimination because of your race/ethnicity?     | <b>59.8%</b> | <b>20.4%</b> | 13.2%        | 5.6%       | 1.0%   | 1,119           | 1.7  |
| How frequently, if at all, have you experienced discrimination because of your religion?           | <b>70.0%</b> | <b>18.7%</b> | 7.8%         | 3.0%       | 0.5%   | 1,118           | 1.5  |
| How frequently, if at all, have you experienced discrimination because of your sexual orientation? | <b>87.2%</b> | <b>8.3%</b>  | 2.6%         | 1.3%       | 0.6%   | 1,119           | 1.2  |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*



Table 39

Please indicate the extent to which you agree with each of the following statements.

| Question  | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree        | Strongly Agree | Total Responses | Mean |
|---|-------------------|----------|----------------------------|--------------|----------------|-----------------|------|
| I understand what Student Government Association (SGA) does.                    | 8.6%              | 22.4%    | 23.9%                      | <b>36.7%</b> | <b>8.5%</b>    | 1,109           | 3.1  |
| I think it is important to have a student government at APU.                    | 1.3%              | 4.1%     | 20.7%                      | <b>53.3%</b> | <b>20.6%</b>   | 1,109           | 3.9  |
| I feel the SGA is advocating for student concerns.                              | 2.5%              | 8.4%     | 37.1%                      | <b>40.4%</b> | <b>11.6%</b>   | 1,107           | 3.5  |
| I feel comfortable bringing my campus-related concerns to the SGA.              | 5.6%              | 18.9%    | 41.6%                      | <b>26.4%</b> | <b>7.5%</b>    | 1,108           | 3.1  |
| I believe SGA accurately represents the student body.                           | 5.3%              | 12.1%    | 42.6%                      | <b>32.2%</b> | <b>7.7%</b>    | 1,107           | 3.2  |
| I believe that SGA positively influenced the campus culture this academic year. | 3.4%              | 7.2%     | 41.8%                      | <b>38.0%</b> | <b>9.7%</b>    | 1,103           | 3.4  |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

Table 40

**What is your major?**

| Answer                           | Response | %    |
|----------------------------------|----------|------|
| Acting for the Stage and Screen  | 8        | 0.7% |
| Applied Exercise Science         | 55       | 5.0% |
| Applied Health                   | 43       | 3.9% |
| Applied Health Interest          | 6        | 0.5% |
| APS Undeclared                   | 0        | 0.0% |
| Art                              | 18       | 1.6% |
| Athletic Training                | 5        | 0.5% |
| Athletic Training Interest       | 0        | 0.0% |
| Biblical Studies                 | 15       | 1.4% |
| Biochemistry                     | 11       | 1.0% |
| Biochemistry Interest            | 1        | 0.1% |
| Biology                          | 32       | 2.9% |
| Biology Interest                 | 2        | 0.2% |
| Business Management              | 69       | 6.2% |
| Business Management Interest     | 2        | 0.2% |
| Business: Accounting             | 25       | 2.3% |
| Business: Accounting Interest    | 0        | 0.0% |
| Business: Economics              | 5        | 0.5% |
| Business: Finance                | 11       | 1.0% |
| Business: International Business | 19       | 1.7% |
| Business: Marketing              | 33       | 3.0% |
| Business: Marketing Interest     | 1        | 0.1% |
| Chemistry                        | 2        | 0.2% |
| Chemistry Interest               | 0        | 0.0% |
| Christian Ministries             | 21       | 1.9% |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

|                                |    |      |
|--------------------------------|----|------|
| Cinematic Arts                 | 10 | 0.9% |
| Cinematic Arts: Production     | 12 | 1.1% |
| Commercial Music               | 2  | 0.2% |
| Communication Studies          | 80 | 7.2% |
| Composition                    | 1  | 0.1% |
| Computer Information Systems   | 8  | 0.7% |
| Computer Science               | 10 | 0.9% |
| Economics                      | 1  | 0.1% |
| Economics with Concentration   | 1  | 0.1% |
| English                        | 40 | 3.6% |
| Global Studies                 | 14 | 1.3% |
| Graphic Design                 | 20 | 1.8% |
| History                        | 11 | 1.0% |
| Human Development              | 0  | 0.0% |
| Information Security           | 0  | 0.0% |
| Journalism                     | 17 | 1.5% |
| Liberal Studies                | 65 | 5.9% |
| LVN to BSN Nursing             | 2  | 0.2% |
| Management Information Systems | 1  | 0.1% |
| Math/Physics                   | 1  | 0.1% |
| Mathematics                    | 15 | 1.4% |
| Music                          | 8  | 0.7% |
| Music and Worship              | 8  | 0.7% |
| Non-Degree Faculty/Staff       | 0  | 0.0% |
| Nursing                        | 62 | 5.6% |
| Nursing - High Desert          | 7  | 0.6% |
| Nursing Interest               | 0  | 0.0% |
| Nursing - Pre-Admitted         | 7  | 0.6% |
| Organizational Leadership      | 2  | 0.2% |
| Performance - Bassoon          | 0  | 0.0% |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

|                                   |     |       |
|-----------------------------------|-----|-------|
| Performance - Cello               | 2   | 0.2%  |
| Performance - Clarinet            | 0   | 0.0%  |
| Performance - Double Bass         | 0   | 0.0%  |
| Performance - Flute               | 0   | 0.0%  |
| Performance - French Horn         | 0   | 0.0%  |
| Performance - Guitar              | 0   | 0.0%  |
| Performance - Harp                | 0   | 0.0%  |
| Performance - Percussion          | 0   | 0.0%  |
| Performance - Piano               | 1   | 0.1%  |
| Performance - Saxophone           | 0   | 0.0%  |
| Performance - Trombone            | 0   | 0.0%  |
| Performance - Trumpet             | 0   | 0.0%  |
| Performance - Viola               | 1   | 0.1%  |
| Performance - Violin              | 0   | 0.0%  |
| Performance - Voice               | 1   | 0.1%  |
| Philosophy                        | 7   | 0.6%  |
| Physical Education                | 1   | 0.1%  |
| Physics                           | 7   | 0.6%  |
| Political Science                 | 26  | 2.3%  |
| Political Science w/Concentration | 0   | 0.0%  |
| Pre-Engineering 2/2               | 2   | 0.2%  |
| Pre-Engineering 3/2               | 1   | 0.1%  |
| Psychology                        | 135 | 12.2% |
| RN to BS in Nursing               | 1   | 0.1%  |
| Screenwriting                     | 2   | 0.2%  |
| Social Science                    | 4   | 0.4%  |
| Social Work                       | 34  | 3.1%  |
| Social Work Interest              | 7   | 0.6%  |
| Sociology                         | 28  | 2.5%  |
| Spanish                           | 2   | 0.2%  |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

|                      |       |        |
|----------------------|-------|--------|
| Theater Arts         | 13    | 1.2%   |
| Theology             | 19    | 1.7%   |
| Two-Plus-Two Nursing | 0     | 0.0%   |
| Undeclared           | 25    | 2.3%   |
| Total                | 1,108 | 100.0% |

**Table 41**

**What is your class standing?**

| Answer    | Response | %      |
|-----------|----------|--------|
| Freshman  | 234      | 21.2%  |
| Sophomore | 263      | 23.8%  |
| Junior    | 300      | 27.2%  |
| Senior    | 306      | 27.7%  |
| Total     | 1,103    | 100.0% |

**Table 42**

**Are you an International Student?**

| Answer                  | Response | %      |
|-------------------------|----------|--------|
| Yes                     | 24       | 2.2%   |
| No                      | 1,063    | 95.8%  |
| TCK (Third Culture Kid) | 23       | 2.1%   |
| Total                   | 1,110    | 100.0% |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

**Table 43**

**Your Gender:**

| Answer | Response | %      |
|--------|----------|--------|
| Female | 832      | 75.9%  |
| Male   | 264      | 24.1%  |
| Total  | 1,096    | 100.0% |

**Table 44**

**Your Ethnicity/Race: (Please check all that apply):**

| Answer                                    | Response | %     |
|---|----------|-------|
| American Indian or Alaskan Native         | 34       | 3.1%  |
| Asian                                     | 134      | 12.1% |
| Black or African American                 | 47       | 4.2%  |
| Latino/Hispanic                           | 208      | 18.8% |
| Native Hawaiian or other Pacific Islander | 39       | 3.5%  |
| White or Caucasian                        | 773      | 69.8% |
| Prefer not to respond                     | 41       | 3.7%  |
| Other                                     | 32       | 2.9%  |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

No (please specify why and what class): Refer to Table 5

Academic Advisor was not helpful at all.

Biology

Biology, filled up before I could get in  
call were full professors wouldn't accept more students

Cell biology. Completed micro but did not do general bio- transfer student.

Classes are always full!

Classes were full. American sign language

Didn't take any

Did not need any GE's

Don't take GE's

English it interferes with my nursing classes

Financial hardship, holds on registration, introduction biology classes

Foreign Language, they did schedule the discussion time far enough ahead of time, so they conflict with my other classes.

Freshman writing

Got screwed over first semester freshmen year so it's messed up everything up to now.

Graduating

Hold on account because of tuition

Human diversity. The class was to full both semesters.

I'm a senior and have no more general studies classes to take.

I already finished my gen eds

I am a nursing major and almost every GE is Tuesday/Thursday. I have clinicals on Tuesday or Thursday every semester. The only other GEs were offered before chapel when the lectures for my nursing classes are.

I am in the Honors College

I am in the honors college, we don't take gen eds

I am not currently in need of general studies classes.

I couldn't get into Introduction to Management systems because it was already closed when I registered

I didn't need general Ed classes.

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

|   |
|---|
| I don't need general studies courses  |
| I do not take general eds. (Honors College)   |
| I ended up getting the classes I need, but I had to petition for it. (senior seminar, biology)  |
| I had a very difficult time getting into any PE class for that GE requirement. I ended up in Aerobics, which was significantly less than ideal.                           |
| I had to declare a minor in order to take more classes to remain a full-time student because APU doesn't offer classes other than gen eds and classes towards your major. |
| I haven't taken any general classes   |
| I was wait-listed for an online class (History of Graphic Design)   |
| I was automatically inserted in the classes that are my general studies classes, I chose none of the classes  |
| I will graduate 2017. Sophomore class.  |
| Lack of diverse class time for statistics   |
| Lack of professors teaching needed bible/ psych courses   |
| Language  |
| Most of classes I needed have the same class meeting schedules so I couldn't resister several classes due to the same class schedule                                      |
| My classes were canceled or not held  |
| Not able to get desired classes do to being waitlisted in almost all classes  |
| Not enough class times. Most conflict with nursing classes or clinicals. Also, not enough time to take because of 18 units of Bible requirement.                          |
| Not enough room in class or on waitlists. Bio 101   |
| Not enough times available  |
| PSYCH 362   |
| Science classes   |
| Spanish and ASL and Bio and O Chem (for my major) because there weren't any open classes left for me to take  |
| Still can't get in the business school.. and as a sophomore it is extremely stressful as to what I can do   |
| Study abroad. And no more spots for the classes I need such as science  |
| The classes were full. AES 374  |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*



The honors classes that I would like to take have been next to impossible to enroll. I have an outstanding GPA, but the honors petition process is obsolete.

the times were at the same times as my other classes either that heard teacher wasn't good

They were all full

They were full

Transferred with CSU Certification.

Upper division classes are not offered in my major every semester

Wait listed

Waitlisted; several classes

Waitlisted classes that are only offered at a time that I could take them

Wasn't able to add the class despite consistently trying and it being seats still available- Soc. Senior Sem

Other, please explain? Refer to Table 18

because I haven't needed to

Can't log in

Don't want a job

do not need a job

dont need a job

Dont need a job but I need an internship

Focusing on academics

Full time student not looking for work.

Going into military (Air Force).

haven't had time to get a job yet because of choir mainly

Haven't had to look for a job yet

Haven't needed to apply for a job yet.

havent found the right one

Have very limited time to have a job at the moment

Homework

I'm busy

I'm currently focusing on school & leadership being my job so I haven't the need to look into APU Career Network

I'm new and haven't plugged in

I'm not looking for a job right now

I'm playing a sport here and it's my freshman year so I'm not looking for a job right now.

I am an athlete and I don't have a job that's suitable yet

I am not looking for a job in the immediate. I am job wondering and looking to get my feet wet in an internship, that's all.

I am not working this year

I can't work since I do have two young children and school.

I decided a job on top of my classes was too big of a commitment

I don't have time for a job.

I don't have time to have a job.

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

|  |
|--|
| I don't need a job here at the moment  |
| I don't think I have time to have a job right now because of the 18 units I am currently taking.   |
| I don't work during the year   |
| I do not have time for a job   |
| I do not have time for a job right now.  |
| I do not need a job currently  |
| I do not want to have a job  |
| I do not wish to work during college   |
| I got a job before I even started at APU   |
| I have a temporary physical disability for the time being  |
| I have looked at available jobs through APU Career Network, but I cannot get a job at the moment due to personal reasons                     |
| I haven't found jobs on their network that apply to my career  |
| I haven't yet had time to hold a job and (since I commute) having an on-campus job would be more difficult. Great resource though!!          |
| I have other Extracurricular activities already  |
| I know people.   |
| I looked for job opportunities on career network but I don't think I've actually applied through it before.                                  |
| I lost drive to keep applying and searching through APU career services. i am no longer looking for a job.                                   |
| i no time to visit   |
| I plan to do it next semester  |
| I plan to only work during the summer, and that is a job that I had secured prior to attending APU   |
| I received a job on campus by asking and networking. I never applied for the job, just filled out the necessary paperwork and began working. |
| It's not offered at the high desert  |
| I was referred. But I am using it to find a job. Kind of hard to go through  |
| I went to the departments on campus and applied in person  |
| i will be using it now though  |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

|   |
|---|
| Lack of time. No child care means less time for me to fully take advantage of all the great services that APU has to offer. |
| My department is the best way for me to get internships.  |
| My studies are like a full time job and I do not have time to work.   |
| N/A   |
| No need for a job.  |
| Not enough jobs outside SoCal   |
| no time for a job   |
| Not in need of a job yet  |
| Not looking for a job   |
| Not looking for a job right now   |
| not looking for a job right now   |
| Not looking for job   |
| Not ready for a job on campus yet   |
| Salary requirements at this stage in my life expand beyond internship-level.  |
| Soccer  |
| Spoke to other faculty members about job openings   |
| Still recovering from being sick  |
| Taking 18 units and not sure I can commit to a job right now.   |
| There is a technical issue with my account, a server malfunction which I have not taken the time to get resolved yet.       |
| too busy  |
| too busy  |
| Too busy with classes   |
| Verbally told me I was no use to the job I inquired about applying to.  |
| Very little for pre-med students.   |
| Was not planning on working during the 2014-2015 school year.   |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

Other (please specify): Please refer to Table 21

A fellow student

a friend

A friend from school

A friend I respect

A friends brother

a friend that I found on my own

All of the above apply to me.

Alpha Leader

a mentor I chose myself

A mentor that I met through nursing

An alumnist I met

An APU Alumni i was connected with through BSA's co-presidents.

Authority figures mainly consisting of professors and adults from home

Both my pastor and a professor that i sought out

Brother in law

coach

Coaches

Coworker

D-group co leader

D-Group Leader

D-group leader

Dad

family

Family

Family

Family, older friends

family/parents

family and boyfriend

family and friends

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

|   |
|---|
| Family friend   |
| Family friend   |
| Family friend   |
| family member   |
| Family member   |
| family members/friends  |
| Father of confession (Priest)   |
| fellow peers  |
| Figures from home   |
| Former APU employee   |
| Friend  |
| Friend  |
| high school teacher   |
| Home mentor   |
| Hometown Mentor   |
| I met her at orientation and asked her to be my mentor! She's amazing!! |
| I met her through a mission trip I was connected with via CSA.          |
| Kern center mentor  |
| Kern Mentor   |
| Living area coordinator   |
| mentor  |
| Mentor  |
| Mentor from church.   |
| Mentor through soccer.  |
| Met on a missions trip  |
| Mom   |
| Mom   |
| Mom and Dad   |
| mother  |
| My Aunt   |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment  
*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

|   |
|---|
| My boyfriends moms good friend, Angie.                      |
| My coach  |
| My D-group leader   |
| My Dad  |
| My Dad  |
| My D group leader   |
| my husband  |
| My LAC leader   |
| My mom  |
| My mom's best friend.                                       |
| My mother   |
| my mother   |
| my older sister!  |
| my RA and D group leader                                    |
| My RD (I will be an RA next year.)                          |
| ohana leader  |
| Parent  |
| parent  |
| Parent  |
| parent  |
| Parent  |
| Parent and Family Friend                                    |
| Parents and friends   |
| Past APU employer now partnered with through heart to heart |
| RA  |
| RD  |
| Relative  |
| Roommate  |
| Senior Mentor   |
| she lead the mission trip I was on                          |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment  
*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

|   |
|---|
| Sister  |
| Someone from home                                   |
| Someone I know from church and an APU employee      |
| Someone I respect                                   |
| Spouse  |
| Through the Mentorship program through Coba Canales |
| Uncle   |
| Young Life Area Director                            |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment  
*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*



Other (please specify): Refer to Table 22

|  |
|--|
| A d group through apu choir  |
| An "official" D-Group that used to meet, and now is trying to meet   |
| Bad Ass Lovin Lads   |
| Bel Canto D-Group  |
| both d-groups split apart though   |
| Both my d-groups ended badly and I sold never participate in one again, if I'm being completely honest   |
| choir group  |
| D-group leader graduated, but we continue to meet  |
| Discipleship House   |
| Haven  |
| I'm in a friends d group. Assigned friends wasn't my thing.  |
| I am in a D-Group but have not met with them yet.  |
| I am leading a required D-group leader here in South Africa!   |
| I am not in one currently, though I was in one Freshman year   |
| I am part of multiple; I lead one and participate in another.  |
| I had a formal D-Group freshmen year, and our group has stayed together informally ever since.   |
| I had a horrible experience with the D-Group I was a part of freshman year and I'm afraid to join another D-Group.                                       |
| I have tried to get in d group but was not contacted   |
| I lead a DGROUP of freshman girls  |
| I tried it for one semester and was not interested in continuing.  |
| I used to be but I don't have time anymore   |
| I was in a D-group, I did not like the people in the group so I left. The D-Group leader was great   |
| I was in a D-Group. I hang out with friends and we talk about God and truth. Also I go to a 15 person church.  |
| i was in a d-group and no longer am. the first bubble would apply for that.  |
| I was in a D-Group first semester, but dropped out for second semester. It did not provide the relationships or time with God that I was hoping it would |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment  
*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

I was in a D Group organized by the CPO but it was awful so I stopped going. Our leader was not relational at all

I was in one first semester

I was in one once, but it wasn't helpful to me.

Just joined one but I have a bad feeling I am not going to like it

Men's Chorale D Group

Met for 2 weeks freshman year, then we stopped meeting with no explanation

My D-group dissolved and no longer meets.

My D-Group was disbanded by my D-Group leader.

NO enrolled

ohana group

Ohana is good.

signed up for a D-Group; but we never meet.

Small Group at High Sierra

The only d group i have been in is student lead with people i am in south africa studying abroad with

Through Choir

was in a d-group that didn't work out

What's a D-group?

What is D group?

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

Other (please specify): Refer to Table 23

Bad experience with a D-Group

Bad first experience with d group

because how much time can you devote to Bible/faith/God, I'm here to learn!!!

By the time that I got around to looking into joining a D-Group, it was too late in the semester. I'm a little afraid that I won't be able to connect and grow spiritually, but I would like to try one out this coming fall and see if its a good thing for me.

Commuter

commuter

D-Group leader stopped having meetings

D-Groups do not work. The majority of people who sign up tend to stop going.

D-Groups make me uncomfortable

didn't interested me that much

doesn't apply to me

don't want to be in one.

Had a group last year, but it disbanded

Had a poor leader freshman year

Haven't been sent an email concerning 5-week D groups and when mine I chose started. I will also most likely not be able to do this certain one because of the lack of times available that fit my schedule.

I'm a commuter

I'm worried my thoughts and concerns and questions and beliefs will not be received well in a D group setting.

I've been wanting to for a while, but other responsibilities and things have gotten in the way.

I've wanted to but never got around to it. Now I'm applying to be a leader

I am about to sign up

I am a deist

I am currently trying to find a church and outside D group I could join

I am in relationship with people at my church and feel connected there

I am signing up for one

I attend two bible studies at church that are similar to D-Groups

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

|  |
|--|
| I didn't have the best experience with my first D-Group  |
| I don't have time and I have a large number of people close to me that help me grow a relationship with God.   |
| I don't know what a D-Group is   |
| I don't know what a D group is   |
| I don't know what that is  |
| I don't want to be in a D-group  |
| I don't want to be in a D-Group  |
| I don't want to get to know God any more than I already do   |
| I found no intrest in it   |
| I had a horrible experience freshman year  |
| I had a very bad experience with my D group and my leader. I felt attacked and judged and excluded.  |
| I have a church group I belong to.   |
| I have a life group from church  |
| i have been in a D-Group while at APU, but i stoped going becasse of the reasons above.  |
| I have heard experiences from other people that left D-groups because they felt judged so that definitely concerns me.   |
| I have no good reason.   |
| I meet with a group of guys just not a D-group   |
| I missed the deadline to participate in one  |
| International Chapel groups  |
| I plan on joining one next semester  |
| I prefer Theology/Bible classes to D-Group type settings   |
| I signed up my freshman year and my D-group leader quit before we met.   |
| I teach sunday school to preschoolers and that keeps me very busy  |
| I tried last semester but the times I was available there was no D-group being offered.  |
| I tried my very first semester of college and it started in November (halfway through the semester); I was uncomfortable opening up to a group of strangers when I was already establishing friendships. I have my group of girl friends (and roommate) with whom I talk to and am open to and we are there for each other to encourage each other |
| I want to join one but simply havent   |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

|  |
|--|
| I want to join one next semester just didnt get around to it this semester   |
| I was going to, but missed the dead line. I do not like that you have to apply to join a D-group. I understand that you want to make it the most effective possible, while limiting size, but it seems like I am applying for a job. I do not like it. |
| I was in a D-Group and it was not helpful  |
| I was in a D-Group for part of a year did not feel it was beneficial   |
| I was in a D-Group freshman year, and it was awkward, forced, and unsuccessful.  |
| I was in a D-group my freshman year and the people that were in it did not show up a lot and no one seemed interested in keeping a positive outlook on the group. So it failed.  |
| I was in one, but it didn't work out   |
| I was in one but we just stopped meeting. No one ever really got into it either. seemed like a waste of time   |
| I was in one but we never met  |
| I was in one last year. This year I wanted to get connected to a mentor but APU hasn't been able to connect me with one yet.   |
| I would love to be in one, but I think I just haven't committed yet  |
| I would rather be connected through the church but have not found one in the church.   |
| Just wasn't very deep; too small of a group  |
| Last semester there was a scheduling conflict between the D-group to which I was assigned. I am currently waiting to be assigned to a 5-week D-group.  |
| my d-group barely meets  |
| My D-Group is Men's Chorale.   |
| My D group failed epically   |
| My dgroup leader talked the whole stinkin time   |
| My friends and I used to have a weekly prayer meeting but we couldn't sync our schedules this semester.  |
| My past D-Group experience was negative  |
| My roommates and I are an unofficial D-Group   |
| never joined one   |
| Not Christian  |
| No time slot that fit for me   |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment  
*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

not interested

not interested in a christian circle jerk

Not offered at monrovia

They push D-Group's in chapel so often that I have become numb to the idea

Times don't really wrk with my commuting schedule

Too late, graduating in December

Too old

Tried to join one but they couldn't place me anywhere.

waiting for a new one

We just don't find the time to meet any more. It would probably be better if we did, but it's hard to find the time, and with one of my friends having graduated, (the one who used to organize the meetings), there is no one heading up organizing the group and getting us together any more. That could have been one benefit of having organized the D-group through the university rather than on our own with friends.

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

**Comments 1 – Please provide explanations here that would help us understand your answers above. Refer to Table 8.**

| Text Response   |
|---|
| All of my Honors professors and classes are FANTASTIC and my accounting professor is so caring and really wants us to succeed.  |
| All the classes I need tend to be offered at the same time, there aren't enough sections.   |
| A lot of the art classes were only available on Tues/Thurs, making my schedule fill up with 6 consecutive hours of studio art.  |
| A lot of the classes I've been able to enroll in. There still has been a fair amount that are completely filled up and the course is only offered one time with one professor. The professors in my department are great. However, I feel that I leave only being familiar with concepts as opposed to truly learning and understanding them. |
| A lot of the general education requirements for the liberal studies degree only offer one teacher or one session time. When over 100 students are trying to get 1 of the 30 spots, it's frustrating.  |
| APU is not without its flaws, but overall it has done a great job in these areas.   |
| As a commuter adult married with two children I choice APU because I felt that I will get the best support and spiritual strength I need to achieve my goal, but I'm finding myself feeling like an outsider has the community is lacking diversity in understanding older & married students.  |
| As an older student, who is technologically challenged, APU professors and staff have been more that open to helping and directing me to other resources that could help if they are not able.  |
| As a transfer student, I feel I was prepared for the classes ahead and have previous knowledge to the material being taught.  |
| Being a youth ministry major, there was a lot that I didn't know coming in. I felt the call to ministry but I didn't have the experience. The professors in the theology department know what they are doing. They have the life experience and they care about their students.   |
| Classes in my major are seemingly available, but sometimes pre-reqs are not properly listed.  |
| Computer Science department is small and there is not much flexibility in class scheduling. Classes that are needed are not always offered.   |
| English professors talk about real subjects and don't sugar coat things. Learning a substantial amount about my major.  |
| Everything in general is amazing. I am very satisfied because I know what I want to do in life and I am confident with the help of the teachers and peers that I am going succeed.  |
| Excellent   |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

For the school of business, have classes only offered during certain semesters causes issue in my schedule of trying to graduate on time

Getting communication course is very difficult but if done in a timely manner, usually you can score what you need. In these classes, Christ is integrated and I have learned an amazing amount of knowledge in my past three years here.

Go cougs

having only one section of several upper division courses makes scheduling very difficult when you have limited flexibility and/or not many semesters left in which to complete the courses

High Sierra Professors are awesome. The majority of my English and Philosophy majors are awesome but I also am aware that there are many professors that aren't awesome and I do a lot of research before choosing classes.

History/Political Science department is comprised of the most impressive faculty on campus.

I'm a freshman at APU but I am taking 300 level classes for my majoring and that makes me really happy. I really love having smaller classes, and having my professors get really involved in my academic career and taking interest in my life. My overall satisfaction with APU is amazing because I love learning about secular subjects from a Christian perspective.

I'm a global studies major and every single class and professor I have taken have impacted me in some incredible way

I am a part of a program with a cap so I am always guaranteed my classes

I am a Rhetoric and Public Address emphasis in the Communication Studies Department, and they do not offer three of the five classes I need to graduate.

I am dissatisfied due to lack of hands- on experience opportunities in the psych department

I am satisfied.

I am satisfied with what I've learned here so far. Teachers are supportive and seem to truly care about my success.

I am very much satisfied with the knowledge I am gaining at APU. I am learning that it's a lot harder than Junior college was but Hey when you move up to another level it should be expected that there will be challenges.

I am very thankful that the professors take time to help you grow spiritually versus just academically. I greatly appreciate all the time they dedicate to their student and how they take time to become a mentor to you through your years at APU.

I believe my major is too large and does not have enough full-time professors

I don't really care about faith in the classroom. My GE classes seem to all be a joke, but I love my major specific classes.

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*



I don't really care about spiritual growth stemmed from professors but some has happened. I have taken fun classes but I wish there was less emphasis on family structures and therapy in the psych department and more emphasis on social or forensic.

I do not feel like I have been challenged in my major. I would have like a more rigorous education.

I feel as though APU has a great mix of classes offered for me as a Journalism major, and the material is significant.

I feel that the professors do an excellent job in everything that they do.

I found it very hard to get into classes I need for my major. I decided that I will have to take whatever class is open that relates to my major.

I have been able to get into every class I need. I tried another college, but APU's professors make all the difference. With professors that truly care and take time to help me learn, I stay encouraged to give each assignment my best.

I have had some awesome professors that I have learned a lot from (particularly High Sierra professors), and I have had some other classes/professors that are a joke or mediocre. APU, like any other University, has a full spectrum of bad-to-amazing professors/classes. Overall, I am very satisfied and happy with my education. I think the best part has been having professors who are personable, willing to meet one-on-one and have been involved in my intellectual, spiritual, and moral growth.

I have learned and retained far more information than I thought I would.

I have learned much in the English department, which is my major. Outside of that, the general education classes have been mixed. My Luke/Acts class was about the only useful one because the Professor was very accepting of where all the students were coming from and allowed us to discuss how we felt about the Bible or Christianity which tended to vary greatly between students.

I have learned so much! But professors could do a better job of emphasizing spiritual growth

I haven't really had trouble getting classes, most of my professors in my program are really great, and I have learned quite a bit.

I have not had any issues with taking the classes required for my major. I greatly appreciate the fact that many of my professors have encouraged me in my spiritual growth in classes, and overall, I am very pleased with all that I have been able to learn at APU thus far!

I have really enjoyed my time in the classroom- some classes more positive than others.

I have trouble registering for my major's classes because by the time I get to register, almost everything is full. Despite my junior standing, it's extremely difficult for me to take my required classes because I believe it's due to all the athletes in my major. Also 2 psych classes that are required for AES are only offered for one time per semester. I'm already graduating late, so it can be pretty frustrating to figure out a good schedule for me.

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

I love it here, I feel like I am growing a lot

I'm a social work major, my professors are professionals in their field which makes them excellent facilitators of growth and development in me as a student. They have been a redeeming factor for me at APU

In the nursing program I am given priority into my prerequisites and I am currently in a D-group with a previous professor

I registered for classes just two days before the semester started, and still got enough units to be full-time with classes that fit into my professional schedule. None of my classes are overbooked, either. That's what I call availability!

I think having priority registration because of sports helps me in getting the classes I want at the times I want and with the professors I want. I think I might be less satisfied if I did not have priority registration

I think that there could be more room for spiritual conversations with in my major. A lot of it is technical knowledge, but where is the Christian worldview? That is one of the reasons why I came to APU.

It is extremely hard to get science classes to for in your schedule. Enough aren't offered and registering for classes was the most stressful time for me here at APU. Everything ended up working out, but I had to change my plans quite a bit.

I transferred from UCLA. To be honest, the classes are a lot easier than they were at UCLA, BUT I am learning what is being taught instead of just struggling and trying to teach myself.

It seems that the professors care more about the student's grades on exams and papers rather than the student actually understanding the material.

It would be nice to have some more Public Relations classes.

I was placed in classes that were fit for my major

I wish APU classes would be more like college classes rather than High School classes

I wish my classes had a focus on Christ as well as the subjects we are learning. Sometimes I really feel I am at a public school.

I wish there could be more discussion

Many Professors especially in the art department do not know how to teach the subject and refuse to help students.

Many professors shove extremist ideas at the class and it makes me wonder how they even got hired at APU.

Most of my professors have been amazing but some I struggle with because I feel as though I have received nothing from them in the classroom.

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

Most professors are understanding, personable, and spiritually lifting

My 102 spanish teacher has been an extreme turn off to my experience here

My classes are usually available, though there isn't a very wide selection of non-western history courses (I wish there was). Though I don't always feel like my professors have personally tried to help me with my spiritual growth, the faith integration in my classes has encouraged and facilitated growth in my spiritual life. I have learned a lot from my APU classes, even my non-major ones.

My finance professors are professional and encourage their students to challenge themselves.

My major and professors are amazing and care about my growth in the program

My major does not have the adequate space available to hold classes. AES is growing in size as a program, but does not have the resources to have enough varying sections and times

My major is still relatively small, so classes are easy to get and the professors are great.

My professors in my major courses have put a lot of interest into my learning while my general education professors typically put little interest into how much I actually learn. It seems as though they just want to get through the class instead of having us grow intellectually in that field.

Neuroscience and counseling are impossible to get into

Organization could be greatly improved (i.e. Schedules)

Professors are hired to show the outside world that our school is diverse not because of their skill or teaching ability. I have had horrible and unqualified teacher.

Some professors hold their students to a higher standard than others, but overall I feel like the professors genuinely care about their student's success.

Some teachers try to integrate spiritual growth depending on the subjects they teach. Most of the science classes do not integrate it in a meaningful way.

The classes have become repetitive

The classes offered are great classes to go towards my major. However, some professors are better than others and every class is different. For me, some classes didn't benefit me like others did.

The communication program is great but gets a bad rap on campus

The Finance program here could use a reboot, or a remodeling of a type. Whether that is new professors or the way they teach their curriculum. Too much theory and formulas and not enough practical work. I learn the formulas and study those hard, but never know where those will actually be used once I graduate.

The GE classes I've taken thus far were not very worthwhile at all. My only major class is interesting though and most teachers have been kind and somewhat helpful.

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

The nursing department provides very rigorous and thorough theory combined with practical clinical application that allows me to better understand my career choice.

The practical experience and overall structure of the Political Science Department is underwhelming to say the least. We need strict guidelines for graduation and classes that provide a more well outlined experience about American politics and how one can impact society. Furthermore, all political science majors need to be required to enroll in an ethics class. Professors believe that they are teaching them in conjunction with their classes, but it is not the equivalent to a practical ethics course.

The professors at APU are great, and I've learned an incredible amount both about the topics in the course, and also my faith, and life in general.

The professors continue to aid us in growing academically and spiritually

The Psychology department has amazing faculty that provide support and encouragement in amazing ways

The reason I would rank my satisfaction high towards professors high and overall satisfaction low is because I have been very privileged to have the professors that I have had over the course thus far. However, most to all of the professors that I have had at APU whom I have learned the most from have been mistreated by APU as an institution. I also wouldn't actually rate "dissatisfied" towards my satisfaction towards availability of classes for my major because my schedule has been constant in its availability, and I wouldn't rate "dissatisfied" towards the overall satisfaction with the amount that I have learned, because I have in fact learned very much. However, I cannot gloss over my experience at APU simply by putting "satisfied" or "very satisfied" and have any concern go dismissed or unnoticed, because I do think APU has negatively impacted my learning experience negatively.

There needs to be more guidance when choosing a major, and help explaining what careers are available before choosing a major, and help explaining possible internships should be incorporated.

The school has great and descriptive curriculum

The Sociology department seems to have a limited number of professors. Because certain classes are only scheduled in the fall, or the spring. As a senior Sociology major also with a Business minor, given I also need to take general ed classes and bible classes, it was difficult securing a good schedule and the classes in my major (sociology) which I really wanted. Additionally, there were a number of classes that 2 years ago (sophomore year) I wanted to take, but couldn't because they weren't even scheduled, as in they weren't offered for me to take. Thus, I have ended up taking most of my GE's fresh-junior year, and finishing most of my upper-division major classes Senior year. I would have liked to have been able to take some of my upper-div major classes earlier on, if at least for the purpose of trying out the major and seeing whether I liked it. All that being said, my main point is that it would be better if somehow sociology classes didn't suffer from being unscheduled for a whole

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

year. If there could be more than 1 section of a sociology class that would be nice as well because it would give more flexibility around our class schedule. Thanks.

The student to faculty ratio allows for personal interaction with the professors.

This is my first semester and I'm not taking any classes for my major yet.

Though Professors are Christian, the intentionality in Christian integration isn't really there. Spiritual growth isn't expected.

Very satisfied! Especially in my business classes

We need better professors

When I started my department was very small so there wasn't any options in picking classes

When registering, I have had to re-do my schedule 3-4 times, because there are only certain classes for my major offered once by one professor throughout the week, and those would fill up, or conflict with my other classes.

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

**Comments 2 – Please provide explanations here that would help us understand your answers above. Refer to Table 9.**

Text Response

Again, my professors are amazing but some of the people in my classes don't seem serious.

Although all of the professors are really nice, they all seem too busy to want to get to know me personally

Although challenging, they are "do-able".

APU can already be a semi-difficult school to get into; you don't want it to be impossible for kids to get into. Also, as far as the difficulty of GE's go, some of the classes are challenging, others aren't. It depends on the professor, but while the class may or may not be challenging, I always learn a lot regardless.

APU is great because it is God-first, focused on cultivating a community of people who are challenged not only academically, but in body, heart, and spirit as well. I just feel concerned, with more emphasis on academic achievement, the core of who APU is could be taken away.

APU is not about academic prestige. Don't make admissions harder. The classes in my major need to be harder. They are often a joke. Gen Ed studies need to be easier. I should never fail a class that doesn't pertain to my major due to academic rigor. Bible classes, especially, need to be easier.

APU professors are amazing.

APU should definitely make admission requirements harder to increase the school's reputation.

As a Christian institution we should be striving for excellence. Not necessarily prestige, but fostering a strong work ethic and attitude toward academics, not just social events

As a pre-engineering major, I feel as if there is a barrier between professors and students. APU needs to become more prestigious.

As mentioned before, the English Professors are at the top of their game. My CLFM and Health classes I am afraid have been much less productive. CLFM in particular is a class about controversial subjects, which as an English major is typically my area of expertise, but the classes are reluctant to dive deeply for fear of students being offended as they have allegedly been in the past. In short, the general ed could use some refinement.

Challenging coursework

My English Professor is the most amazing person and teacher in the world. She cares about her students and knows what she's talking about!

Everyone deserves an opportunity to thrive but majors should be able to turn away students easier

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

GE are a joke. Major specific classes seem to be better. Comm is still pretty easy while Political Science is feels like its perfect

General eds sometimes are harder/graded more seriously by professors.

General studies classes are pretty easy. it's really depends on the professor.

GE teachers dont really care as much about their students because they assume we dont care about their class

HIGH. SIERRA.

I am fairly smart I would say, so some classes that are supposed to be 'hard' are actually really easy for me. My general studies are all Honors, so they are inherently built to be more of a challenge. I'm not sure that simply making the admissions requirements harder would improve the academic prestige of the university.

I am in a difficult major. When I take Gen. Ed. classes, they are much less challenging. I haven't been challenged as much in my Gen. Ed. classes as I was in my high school classes. High school AP classes are supposed to replace college required classes, but the level of difficulty in AP classes was so much greater that I wish I didn't take as many; it would have been easier to just take the class at APU.

I am in the honors program and very much enjoyed the honors general education classes. I do not believe it is difficult to get into APU and I believe it would be beneficial if the university were to higher their standards a bit more because we are paying a huge amount of money to attend school here.

I am mixed about the last one. I would like certain things to be more academically challenging in general because I think it is too easy for people to skate by and not learn or be challenged, taking easy classes and professors. This is sad to me. But, APU also has a nice dynamic by not being all about heady academics. There are trade-offs towards any level of academic prestigious, and I think APU has a certain identity that is unique and ok.

I am plenty challenged mostly by the combination of work, so staying on top of all of my classes rather than only having one or two very difficult ones.

I attended community college before attending APU, so I found that some of the material very repetitive.

I believe that the general studies theologies classes require too much time sometimes but that the other general education classes are extremely easy.

I believe that the level of academia that APU has the capability of can be higher. I think making our university more difficult to get into would raise the level of vigor.

I didn't make relationships with my professors, I didn't see professors reaching out as much as APU says professors do.

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

I don't think that the admissions requirements should be harder because students. Especially ones like myself with learning disabilities might not have such a good chance of getting into such a prestigious institution.

I don't usually develop relationships with my Profs. outside of class but I tend to have good in-class interactions. My major suits me, it's a mix of information based learning and skill based learning. I'm in the Honors Program so my Ged Ed classes are meant to be more challenging. The couple regular Ged Ed courses I've taken have either been a joke or boring. I think academic prestige should come from the quality and high expectations of the courses, not the entry requirements. It doesn't matter what level people start at as long as they are trained to meet professional & academic standards. Students should be steered towards majors/areas they can't succeed in.

If APU's mission is really to be a place where people can grow spiritually and academically, prestige shouldn't be more of a concern than accessibility. Make disciples of all nations that includes "C" students.

I feel challenged but not overwhelmed, it's a good balance.

I feel I have not learned much since I work in the educational system, sometimes I find myself updating the professors regarding certain things...

I feel that points should not be given away, I do not feel as though I am expected to try my hardest because I can pull off a B without any effort at all. The maturity level and age of the students within our class is drastic. Some of these students complain every single week over readings or homework then fail to turn it in and turn it in late to receive the same score of us who turn our work in on time and that is very unfair. I was also told before I began the program that if I were absent twice throughout our entire program, since it's an accelerated program, that we would be dropped, yet we had people that are absent at least once I twice every single class yet they get a higher final grade than the people who are there every week.

I find it very easy to develop a relationship with my professors because they encourage setting up meetings if I am struggling in class. My classes for my major challenged me academically because I was able to learn and think about what I did not know before. I felt neutral for my GE classes because to me it felt like the AP classes I took in high school.

If you make it harder to get in you will screw over the students have a hard time learning that try.

I have actually heard rumors about APU that I am not proud of. Maybe making the requirements harder would eliminate some of these issues.

I have enjoyed my general education classes as much if not more than some of my major classes

I have taken 18 unit semesters for three semester and my fourth semester (currently) I am taking 19. Classes are challenging but not excessively so.

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*



I like where APU is at but I think it would be fantastic to see it grow and become more academically prestigious

I love my professors! They genuinely care

I love the courses but I think that the classes with the most expectations get the most ridiculed.

I love what I'm learning in my major

I love where apu is at, specifically allowing both christians and nonchristians to be apart of the university, but at times, I think maybe it could be a little more difficult to get into apu, but I also think that this is a great place for people to start over if they want a fresh start and to be challenged if they want it. It's a great school

In the easier classes it seems like the professors are easier in order to keep everyone above water. Science courses in the beginning try to fail everyone, but other prerequisites are not challenging

I sometimes think the classes here move at too slow of a pace.

I strongly agree that the university should make admissions requirements harder so that the university seems more prestigious!!

It'd be nice to have a more prestigious title, but at the same time, it's great that we're offering a Christian education to those who would not be able to receive it otherwise due to their GPA

It's the effort you put in to have a relationship with your professors. My major is very challenging but crucial for me to learn. General study courses can be challenging but most of the time they are not. I don't think Apu should make admissions harder to get into because everyone should be allowed in. This is the place where they will learn if they haven't been challenged in any other area.

I think foreign language should be cut from the general studies requirements and remedial math courses need revision.

I think that APU's classes are held at a high rigor...however acceptance is not held at the same standard

I think that if admissions were harder to get in that it would not be so appealing. I think that they let people in that want to come and that is also a way of spreading the word of God to those who may not be a Christian

I think the academic prestige comes from the professors, not the students.

I think the general requirements are fine. They provide a well rounded base to start from. Personally, I wish that there were other options for public communications like acting classes or specifically designed public communications classes for the majors. There should also be a real life math class for students not going into a math field of study.

I transferred here with a 4.0 from my junior college (and never took the SAT). I am an Eagle Scout. Admissions req.'s seem reasonable.

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

It seems as though APU lets practically anyone into the school. There are many students here that don't challenge themselves academically at all and I've seen a number of them drop out by sophomore year. I think that's almost embarrassing and takes credibility away from the students that do challenge themselves.

I wish they could give assignments that we don't know about but help us learn it

I would love to have professors that invite us to their home.

I would not be here if admission requirements were higher because i didn't start trying in high school till senior year so my gpa was low. But i have learned so much and have grown as a student and personal.

Like I said, coming from UCLA, the classes are so much easier. I am enjoying my classes and actually learning the material though. They are hard enough where I have to study, but I can get As for the amount of work I put in to get a C at UCLA. I thought I wanted to go to a prestigious school like UCLA, but I like it here so much better. There is so much more diversity!

More stringent entry requirements and more research focus needed to improve academic standing.

Most of my classes challenge me academically, however, I find that the assessments (essays, tests, etc) in some classes are either easier to complete or more easily graded than classes in high school. I would think that in a university setting it would be a bit more challenging. However, I am just a freshman enrolled in 100/200 courses so that may be why.

My major classes are very challenging, however, the general requirements for all students are not as difficult.

My professors are great, but I've never been the kind of person to get coffee with professors or anything.

My professors have made themselves very available to me, that way I can build more personal relationships with them.

My teachers are usually easy to develop relationships with, the film program has challenged me very much during production, my gen eds have been difficult at times but good overall, and I think APU's requirements are good where they are

n/a

None

Nursing is difficult to get into which is good. Not sure that other majors are particularly challenging.

Nursing professors truly make an effort to get to know the students. The upper division general education requirements are fairly challenging, but the lower division courses are fairly easy.

People will take the academics much more seriously if it is not so easy to get into.

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

Prestige is irrelevant if the programs lack support. Stop focusing so much on getting the name brand and start focusing more on supporting the needs of students who lack academic and professional resources. Put more financial backing into the STEM programs, please.

Professors are very attentive to students on a personal level

Regarding the first, I find it easy to speak with my professors; therefore, cultivating a relationship with my professors is not too difficult. Regarding the second, being that I am a biology major, all of my classes challenge me academically. Regarding the third, I have no need to take any general studies courses because I have taken them at a previous school. Regarding the fourth, as a transfer student, it was not difficult to get into APU, and this matter is made light of by many students. Perhaps it would be good to make it somewhat more challenging to make the school's name more prestigious.

Some general studies are a waste of time, effort, and money.

Some of my classes felt pointless and ridiculous to take at a university level.

some of my general education classes were challenging, but most of them were easy

Some of the GE classes such as Spanish and general bible classes are ridiculous. I am spending more time on average slaving away with meaningless busy work in those classes when I need and would prefer to be putting my focus on my major.

Some professors are so-so.

Some ten ed classes make you work harder than your major. I think that they should leave us some room to thrive in our major classes.

The academics here are for sure challenging especially within my major, but there is always room for improvement. What makes it easier to pull through a lot of these courses is having willing faculty members who actually appreciate their students and choose to help them through their walk in their undergrad.

The biggest challenge in gen eds is dealing with people who don't care about their education. I want to be in classes with people who want to be there and who can handle the material.

The general studies questions do not apply to the honors college students, you might want to consider this for next year's survey.

The goal of APU is not fame or a good name, even. The goal of APU is to provide a place and professors so that students may grow in character, knowledge, and faith through the 4 cornerstone values. APU's top priority should be the students, not the 'prestige.' That is why I chose APU out of all other universities.

The harder it is to get into this school the better my degree will look in the coming years!

The only reason I know my professors is because I was very ill and needed to constantly contact them but half of them made little effort to help me succeed academically through this hardship

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

the part that matters more than academic prestige is good work ethic, sometimes good grades don't always mean hard working

The professors are open to getting to know their students. However, there is simply no time to do so. When they have office hours, I have class making it difficult to see them. In terms of being academically challenged, there are only a few courses that I have felt challenged. Not to say that they're easy, but I expected the work load and material to be much more rigorous. I definitely believe the admissions requirements should be much harder. I understand the school needs money, so they want students, but there simply is not enough classes to have this many students. Either stop accepting so many students, hire more adjuncts, or make the adjuncts full time professors so they may offer more courses.

There's a very good balance of level of difficulty and standard of relationships created in my classes. I am thoroughly challenged and fulfilled with a firm relationship with my professors.

There are academically rigorous majors that students may choose to indulge. Also, the honors program offers a more challenging track for those students who need the extra push.

There are too many athletes (and others as well) that don't take anything seriously in classes

There isn't enough time between classes to steadily develop a relationship with my professors. Also, APU should make admissions more difficult so that they have a better reputation.

The requirements for admission to APU are unusually low. This makes the school appear less strong than it actually is academically.

The student body creates the atmosphere in the classroom. It would be nice to see more intrinsically motivated learners.

This is my first semester at APU so far I still feel like an outsider, will see what happens in future semesters. Not really finding too much support as a commuter adult married with two children.

Very good school, but making admission harder would help in making it more academically prestigious.

We need it to be more challenging academically.

We should be the best Christian school in CA

While I would like to see more students take their academics as seriously as I do here, I also would disagree with making the admissions requirements harder, because I appreciate the diversity of people and backgrounds at APU and would not want that to change, or for certain people to not be able to experience and all that APU has to offer because they are less academically driven.

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

### Comments 3 – Why have you not visited APU Career Services?

| Text Response  |
|--|
| Because I already have a job on campus   |
| because i don't know anything about it   |
| Denial.  |
| Didn't need to   |
| Did not know it existed or even where it is located  |
| Doing nursing  |
| Don't need it  |
| Dont know what that office does  |
| Dont need it   |
| Feel like they are very business oriented, and I am not interested in them helping me learn how to make more money. Plus I already have an idea of what I want to do and have some job interviewing/resume skills, so I have never felt a reason to visit. |
| Has not been a priority for me.  |
| Haven't got around to it yet.  |
| Haven't had the need to.   |
| Haven't had time to.   |
| Haven't looked into jobs yet   |
| Haven't needed to  |
| haven't seen a need to   |
| Haven't thought about it before  |
| Have not felt the need to.   |
| Have not gotten around to it, but I need to.   |
| Have not had a need.   |
| Have not needed to.  |
| Havent needed to.  |
| I'm a Freshman and just haven't gotten around to it.   |
| I'm not sure what it's for and if it's for finding a job, I have one.  |
| I've had no reason to yet.   |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

I've heard that they were not helpful and just referred you to their website, which is also inadequate.

I already have a career ready for me after graduation

I already know what my career will be.

I already know what occupation I am going to go into after college and what I need to do to get into it. From what I have heard, Career Services does not know much about Physical Therapy.

I am currently employed.

I am not sure. I have gone to my counselor to talk about the ELM nursing program which I intend to apply to.

I don't feel the need to and I don't exactly know what it is

i don't get it

I don't know

I don't know where it is

I don't need a job

I don't want to

i dont know

I found a Job before becoming away of Career Services

I got offered a job and there was not need in assistance

I guess cause I am already working outside of School.

I have a career.

I have always had other resources to talk to about future career plans and goals.

I have found jobs without their help, and I rely on other adult mentors

I have mainly used the online resources.

I haven't been on campus much. I do plan to visit in the next year

I haven't felt that I needed the services they provide.

I haven't felt the need to visit yet

I haven't felt the need to yet as a second semester student

I haven't found a need yet

I haven't gotten around to it

I haven't had a need to.

I haven't had the need to and am not sure exactly what kind of service they provide.

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

|   |
|---|
| I haven't had the need to go to APU Career Services   |
| I haven't needed to   |
| I haven't needed to   |
| I haven't needed to.  |
| I haven't needed to.  |
| I have never had a reason to visit APU Career Services.   |
| I have not had a need to. I already have a job.   |
| I have not had been actively looking for a job thus far, because my schedule has been busy and I have not been in urgent need of one.   |
| I have not made it a priority, and it's use of my time does not seem beneficial.  |
| I have not needed to  |
| I havent had the need to yet  |
| I know that I want to be a social worker, there aren't any other questions my professors can't answer   |
| I know what I want to do.   |
| I never felt the need to physically go over there and talk to someone.  |
| I never had a direct reason to go there. How could it help?   |
| I plan to in the future   |
| It's not very promoted.   |
| It is not a top priority for me right now. I would like to in the future  |
| I used the job search on the APU to find job postings on campus   |
| Lack of time, I am a n adult commuter married with teo children and as it is I have a super full schedule with classes back to back no breaks than I have to rush home and pick up my kids, as APU is not equipped to offer child care for parents or married couples the other days it is harder for me yo even make it to school. |
| Laziness  |
| Maybe I have and just didn't know.  |
| My studies take up so much of my time I do not have time to work and my parents have been blessed to be able to pay for my schooling without me needing to work.  |
| N/A   |
| never a need  |
| never felt a need to visit  |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

|   |
|---|
| Never felt the need to go   |
| Never had time or interest to   |
| Never needed to   |
| No need   |
| No need. I already have a career.   |
| No need to  |
| No need to  |
| no need to  |
| No need to  |
| No need to visit career services.   |
| no reason   |
| Not enough time between school and athletics. I work a lot over the summer. |
| no time   |
| No time   |
| Not necessary for me  |
| Not needed  |
| not sure  |
| not sure what i want to do after graduation                                 |
| There was never a need to.  |
| They have come to my classroom to speak and it didn't seem necessary        |
| Unneeded so far   |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*



**Comments 4 – What was the best part of your experience with Career Services? Were all your concerns addressed?**

Text Response

All my questions were answered

Availability to help with last minute questions. Even the secretary gave me interview tips when no appointments were available!

Career services was able to provide useful feedback when constructing my resume

Choosing my major and resume building. Yes.

Easy access, information promptly provided

Ehh neither good nor bad experience

Everyone is so willing to help and send you on the right track, especially Doug Stude. All of my concerns were addressed.

Going over my resume

Having someone walk through results I received on an assessment was helpful; yes, all my concerns were addressed

Helped me a just psychology goals

Helping with Resume

Help with resume/CV

I asked a few basic questions and they answered, so it's all good.

I did a career profile test and now I have a direction and a major. All concerns were addressed

I did it online and it was easy to navigate and get my resume to businesses. yes they were

I felt empowered and encouraged and was equipped with tools to help me further pursue my intended career. All of my concerns were addressed and there was substantial follow-through.

I felt like I knew just as much as they did

I figured out my major. Yes.

I got a job

I have to say everything was really good. All my concerns were addressed.

It did not help me at all

It helped, but she wasn't specific

It helped me get prepared for an interview!

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

I visited the Career Services center a number of times my sophomore year to meet with a career counselor. We discussed my goals, gifts, weaknesses, and passions. We also discussed majors, and I was helped in deciding to choose my major as well as obtaining a better idea of what I would like to do in my vocation after college.

I was able to get information in order to apply to 5 jobs

I was offered Career Counseling and was able to take personality assessments to better understand myself

I went in one time to ask about position and they were very helpful. Yes, all of my concerns were addressed

I went there to figure out a major... and I did! The workshops were a great resource!

I went to pick up my check

Just visited

Learning about my future, and my options with my major.

Mock interview; very helpful.

Mock Interview Requirement for course during Fall 2014 semester. Yes All concerns addressed

My concerns were addressed

No

No did not help at all

None. And no.

No they shouldn't hire students if they can't answer questions in order for me to find a job on campus or even off

One on one meeting with counselors!

People were kind and helpful

People were really helpful and yes.

People were very nice and helpful

Placed with a job immediately and the way they manage pay day is very efficient

Required for class.

Resume and post grad career options. Gave me valid and helpful information in both areas.

Resume building

Resume building and internship search was incredibly helpful as I got help to tailor my resume accordingly

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

Resume help. Yes

resume help; yes.

Taking personality test with Career services was helping. I went in to get some help regarding internships over summer break, but they did not give me much information or help.

The best part is that they are open to talking with you at whatever stage you are at. I came in with only some ideas of what I'd like to do. The person I met with offered some good advice, but much of it had to do with networking and building a resume and such. For most students, this would be a good thing, but for me, I was mostly looking for just a general discussion of what and where I should look into in the future. I know I need a resume and getting resources on how to build one is helpful, but I was mostly looking for personal experience and advice for where I might consider taking my resume.

The career services office was one of the best offices on campus that has helped me succeed. They are concise and extremely useful

The counselor was really helpful in giving me an understanding about how to prepare my resume for after graduation that is specific to my field as well as differentiating with other jobs.

The eagerness of the staff to assist me.

The head person there was really nice and helpful!

The lady I worked with really seemed interested in helping me write my resume. The gentleman that helped me the second did really care to help me at all. He questioned everything that I was telling him and told that I shouldn't have as many clinical hours as I had written on the resume bc other students didn't have that many. I felt like he was telling me that I was lying to him and that was offensive. Haven't been back since.

The mock interview was helpful. Yes.

the people

The people

The people were nice. My concerns were addressed.

the people were nice and gave great information. All my questions were answered

The service was very intentional with answering any questions I had

The staff is great and knowledgeable

The willingness to answer all questions. Yes they were all addressed.

They address all your concerns and they do an excellent job of addressing any issues you have.

They answer all of my questions and are very helpful! Yes, all of my concerns were addressed.

They answered all of my questions

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

|  |
|--|
| They are very welcoming and friendly. And yes they were  |
| They didn't help me at all. Just said take a career test.  |
| they gave me a job   |
| They gave me some good resources. Kind of, I only went there once.   |
| They helped me look at what possibilities for careers that would suit me.  |
| They helped me to decide on a new major. My concerns were addressed  |
| They helped me with my resume  |
| They helped me with my resume. They were but I expected more assistance with it.   |
| They helped me write my resume   |
| They responded promptly with job opportunities and everyone in the office was well-informed  |
| They told me to use the website without helping me in person.  |
| They were extremely helpful and had all the resources I needed; in my case, a general job application for on-campus jobs. Yes, all my concerns were addressed. |
| They were extremely helpful but disorganized   |
| they were helpful  |
| They were helpful but not knowledge able   |
| They were quick and concise.   |
| they were very helpful   |
| they were very helpful and gave great insight and resources!   |
| They were very informative for helping me prepare my resume. All of my concerns were addressed.  |
| They were very nice and helpful with my resume   |
| very helpful   |
| Very helpful! And yes, after I figured out how to use it   |
| Very helpful and compassionate   |
| Writing a well prepared resume.  |
| Yes  |
| Yes  |
| Yes, I just changed my address   |
| yes, my concerns were addressed.   |
| yes, they helped me with my resume   |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

Yes all my concerns were addressed

Yes I just needed information on internships

Yes I met for a resume overview and experience went great

Yes just the encouragement

Yes they were addressed

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

**Comments 5 – Please provide explanations here that would help us understand your answers above. Refer to Table 42.**

| Text Response   |
|---|
| (I live in the Mods this was not an option a couple questions back)   |
| A lot of the time it seems like SGA is its own exclusive, elite club that look down on the rest of us, making SGA very unapproachable.  |
| As a new student coming from a background of being involved with student government I am aware of the issues it deals with and its importance however I have not been well informed on information regarding the SGA here.  |
| Brian has been an exceptional leader  |
| Brian is the man. Most humble and incredible guy that listens and love all people.  |
| Don't really know anything about SGA and what they're actually doing to help better or change the school and how it's run   |
| Don't really know what they do  |
| Ehh never really felt their presence. I know they make efforts, they just have never effected my experience   |
| Events like The Table impacted our campus culture in a positive way   |
| Good for student morale   |
| I'm completely ignorant of the SGA and what it does. It seems like people only talk about it at elections and then it's mostly based on voting for friends or acquaintances.  |
| I'm not as informed as I should be about all of the doings of SGA. I'm sure they are doing great things. Considering their weight with administration, they should discuss/initiate ways that an authentic, (maybe messy) dialogue can be opened with APU admin on the various perceived racial and sexual orientation discrimination that has arisen. Events have been held by APU Admin in the past, but they felt very censored and protected. As a university, I hope APU would like to show their students that authentic dialogues can be held between Christians who disagree (or Christians and non-believers), doing so in how the University handles grievances could be a start. |
| I'm not exactly sure what they have accomplished.   |
| I'm not very familiar with anyone who works in the SGA  |
| I'm quite unaware of what specific events or elements on campus of which SGA is in charge   |
| I'm white and male. I am Not a victim   |
| I've only heard about SGA in the beginning of the year but have no idea what they do  |

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment  
*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

I am a commuter, so I feel a little disconnected to campus activity. So, sadly I really don't know what SGA does.

I am learning of the importance of SGA. To my current understanding, SGA accurately represents and spectacularly advocates on behalf of the student body.

I am not informed about what SGA does so I do not feel I can accurately answer those questions.

I am not involved with SGA at all but I have always felt that the representatives for that office are great leaders and love working for this student body

I am not very aware of what SGA does.

I believe deeply in the mission of SGA, and I have been regularly inspired by those leading it

I believe SGA is vital to any campus. It is the only organization where students take full charge and responsibility. I think the leadership positions provided through SGA are one of a kind and important.

I didn't go to the SGA chapel and I don't know what SGA does

I don't feel like I fit the APU criteria enough to be of importance to SGA.

I don't hear much about what SGA does around campus, so I feel I cannot agree or disagree with the statements above

I don't know anything about SGA you guys don't even have a flier that says what you do

I don't know if SGA represents the campus

I don't know much about SGA

I don't know much about them

I don't know what they do. I couldn't care if they didn't represent everyone as long as the job was done.

I don't really hear enough about what SGA is or what they are doing to justify me feeling that they accurately represent me and my peers.

I don't really know a lot about SGA and what SGA does around campus.

I don't really know what SGA does.

I don't think sga is reaching all types of students. Such as athletes. I am an athlete and have never heard of any sga or athlete related events. Therefore I do not know what sga stands for or what it should stand for.

I don't think there is enough diversity in the SGA body of representatives.

I do not actively see anything that points towards SGA even though I know they probably do lots! I'm just totally unaware

I do not really know what SGA does.

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

I feel like I don't often hear about what SGA is doing to positively influence the campus culture during the year.

I feel SGA advocates for their concerns, but do not necessarily represent every group across campus.

I feel that the SGA is not fully representing all diversity of groups as an older student age 35 commuter married with two children, I do not feel represented, even the language that this survey contains is mostly focus on the opinions of the younger students living on campus, even the previous question about feeling discriminated based on gender, religion, Sexual orientation, that question was lacking if we feel discriminated based on our age? If that question would have been there my answer would be strongly agree. I feel that the SGA should start integrating more the older students who are adult commuters and married with children.

I have heard nothing from SGA since their first activity "The Table" and would have loved to have been able to meet them more regularly.

I haven't heard much from SGA this year, but I know that whenever I walk by the office the door is always open and the people involved are very friendly.

I have never been involved in a discussion with an SGA rep about student issues, so I think they ideas they propose are their own

I have never heard of student government since I've been studying abroad since I've been at APU so it is all new for me.

I have no clue about sga

I have no clue what SGA is doing. What is their agenda? How do I bring up important issues to them? I have not been informed on how to do so.

I have no idea what SGA does. The activity and impact it may have indirectly by be substantial , but i have never noticed something being done on behalf of SGA

I have no idea what they do

I have no knowledge of what SGA is practically doing

I have not had a lot of interaction with SGA or followed much of what SGA is working. However, the little I do know (working to improve GEs, this survey on behalf of the students, etc.) makes me feel confident that SGA is working to benefit the students and the university as a whole. Thank you!

I have very little idea of what the SGA does or is trying to do.

I honestly am not sure what SGA does.

I honestly have no idea what SGA does, what they have accomplished, or what each person's role in the SGA positions is.

I honestly know nothing about SGA, and I honestly am really uninterested.

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*



I honestly know nothing about what SGA does or who the people in SGA are.

I just am not aware of what SGA does or has accomplished in the last year

I know nothing about SGA

I know what SGA does and where it is, but I never see SGA connecting with the student body. I never see them proactive outside of the SGA office.

Inherently bias because I have worked there for two years but I believe SGA does a fantastic job because of what the responsibility it holds the student leaders to.

I only know of one person who might be able to represent my demographic and he is male.

I think it is very important for students to have a mechanism of voicing their concerns. I recently learned that SGA sends members to city council meetings, and I think that is very impressive. I think SGA should send out more emails asking for student opinions about certain issues, specifically with some of the protests that have happened recently. It would be good for SGA to send out weekly updates.

I think it is very important that we have an SGA on campus. However, I am not very good at knowing what they are doing or working on.

I think people either really care about the school and what's best for APU and there are people that couldn't care less and just want to graduate. I feel like the student government becomes a personal issue instead of a problem for the whole community here at APU. I don't know about a lot of things that happen politically on this campus until after they have already happened or I read about it in the very biased Clause.

I think SGA did a good job with the table. But other than that, what does SGA even do? Seems just like an easy resume builder. All you have to do is give a speech, get elected, then do nothing. That's what it looks like to students.

I think SGA does a good job. I liked it when we had the event Come to the Table last semester. It was great being brought together at a body of people.

I think that SGA is important, but I do not really know what exactly they do to help the student body.

I think we need a student let government to be an example to others and organize events.

I understand they organize events/talks but not fully informed on how these issues arise.

I understand why we have SGA, but I have never heard about anything they've done. So I have no opinion because I do not know if they accurately represent the student body or if they've positively influenced the campus.

I wish the SGA office was more welcoming! I feel like I can only go in that office if I am in SGA.

I would love to see more diversity on SGA, however, I think this has been an exceptional year for SGA!!

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

Just transferred

Loved the table event. Definitely a new experience with sga on campus this year.

More diversity is absolutely necessary within the inner workings of our student government, the voices that need to be heard simply are not being sought after. Straight white men aren't the ones who know how desperately our campus needs change.

No one really knows what SGA does.

Not very familiar with SGA and their impact and how much of a role they actually play in everyday student life.

SGA does its best to carry out its mission to serve and represent every member of the student body.

SGA needs to do a better job at communicating to students what they are doing. It was amazing to me that I didn't know most of the things they were doing until I started looking into being a part of SGA.

Some SGA students did not understand their duties prior to running for their positions. Moreover, I do not feel that they adequately advocate the diverse APU population or represent minority issues.

Survey is WAY too long!!!!

The more I am here, the more I realize how much of an impact SGA can have. I no longer view it flippantly. I value the SGA.

The only thing I've known the SGA try to do was increase parking in the Village however it didn't happen. Hard to feel like the SGA is in my best interest when they spend thousands of dollars on an imac that doesn't seem to really be needed.

The SGA is great, but I'm sure there are many obstacles they face that prevent them from doing everything they'd like to.

The students of SGA are very friendly and helpful.

They are doing good things, but they don't really get the opinions of students.

This is my first semester and I'm not familiar with sga

This survey is sooo long! I don't understand why SGA would want to cram students' opinions into one survey at the end of the year. My friends and I have decided to opt-out of this survey for next year.

We don't hear a lot about it, not informed enough. it's just kind of like "Oh yeah that's SGA student government" no one knows exactly how we can use them or what exactly they do

We have an awesome President this year who works hard to understand the needs of our campus and students and implements the appropriate strategies to make apu better for all

We HAVE to have student representatives.

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*

Well I'm not sure why I didn't get one of these boxes to type into for the University Counseling Center category or the discrimination category. Those two have been very important to me. In fact why isn't there a "general overall feelings about my APU experience" category? Since there isn't, I'll give you the information here in case it is useful for your future prospects. I've been going to the Counseling Center for little over a year now in one method of counseling or another and it has been enormously helpful. I don't think I would have been able to make it through my APU experience without it. There is an overwhelming amount of sexism and discrimination towards homosexuals and transgenders. There are a few students who are understanding and open to talking about the subject or just accepting people for who they are, but the vast majority are not sympathetic.

What do they do? By the way, your survey is ridiculously tiring.

Why is this survey so long? OIRA does a great job off helping students with survey fatigue but SGA kills it for me.

Yes the function of SGA is advocating for student concerns. But it does not mean that SGA possess the power to meet that concern.

You guys are great

YOU GUYS ROCK!

Prepared by Reyna Guzman, M.A., Office of Institutional Research and Assessment and Center for Teaching, Learning, and Assessment

*This report was created by the Office of Institutional Research and Assessment in the Center for Teaching, Learning, and Assessment and any use of this material or portions thereof in the public domain must cite these offices.*