

The Student Government Association (SGA) survey was sent out to 1500 undergraduate students from March 3 – March 18, 2013. This report documents findings of analyses conducted with data gathered from 803 (54% response rate) 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.

The principal investigators were: Alex Bolves, SGA President and Jobob Taelieifi, SGA Vice President.

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**
  - Eighty-three (83%) percent of participants either agreed or strongly agreed that they were aware of the counseling services provided by APU (Table 25).
  - Sixty-four (64%) percent of participants either agreed or strongly agreed that they feel comfortable going to the Health Center for health concerns (Table 25).
  
- **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 Chapel (Table 3).
  - Seventy-seven (77%) of participants rated the overall events of Communiversities as either good or excellent (Table 18).
  - Seventy-nine (79%) of participants rated student union building (Cougar Dome) as either average or good (Table 18).
  - Eighty (80%) percent of participants lived on campus (Table 19).
  - Seventy-seven (77%) percent of participants were either satisfied or very satisfied with campus security being provided for on campus housing (Table 20).
  - Seventy-three (73%) percent of participants agreed or strongly agreed that they believe it is important to have a student government at APU (Table 27).

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-five (95%) percent of participants were able to register for the general educational classes this academic year (Table 5).
- Ninety-one (91%) percent participants intend to graduate from APU (Table 4).
- Eighty-one (81%) percent of participants either agreed or strongly agreed that the classes for their major challenged them academically (Table 8).
- Sixty (60%) percent of participants either agreed or strongly agreed that the general education classes challenged them academically (Table 8).
- Ninety-five (95%) of participants either agreed or strongly agreed that their professors enforced academic integrity (Table 12).
- Sixty-one (61%) percent of participants said that it is important for APU to require professors to use an online grading system (Table 9).

- **Social and Spiritual Support**

- Eighty-two (82%) percent of participants were either satisfied or very satisfied that their professors encouraged and facilitated their personal spiritual growth in the classroom (Table 7).
- Sixty-one (61%) percent of participants either agreed or strongly agreed that they were informed about ministry and service opportunities (Table 11).
- Seventy-nine (79%) percent of participants said that they did not make contact with pastoral care from the Campus Pastor's Office (Table 13).
- Eighty-three (83%) percent of participants said that they have never or rarely experienced discrimination because of their gender (Table 26).
- Seventy-three (73%) percent of participants said that they have never or rarely experienced discrimination because of their race/ethnicity (Table 26).

The following Tables include all responses from the survey participants and demographics are located from pages 24 – 27. Finally, open-ended comments begin on page 28.

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 1**

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

Answer	Response	%
1	125	15.6%
2-3	<b>264</b>	<b>32.9%</b>
4-5	251	31.3%
6+	163	20.3%
Total	803	100.0%

**Table 2**

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

Answer	Response	%
1	147	18.3%
2-3	<b>332</b>	<b>41.3%</b>
4-5	213	26.5%
6+	111	13.8%
Total	803	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>582</b>	<b>72.8%</b>
Attending sports events	100	12.5%
Chapel	<b>265</b>	<b>33.1%</b>
Communiversities sponsored events (concerts, outdoor adventures, clubs & organizations, intermurals, etc...)	166	20.8%
Commuter Programs	20	2.5%
D-groups	140	17.5%
Drama/Theatre (film production, etc...)	33	4.1%
Faculty and Staff	<b>342</b>	<b>42.8%</b>
Leadership Positions	174	21.8%
Ministry and Service	183	22.9%
Mission Trips	170	21.3%
Music (Choir, Band, etc...)	84	10.5%
Office of International Students and Scholars (ISS)	16	2.0%
Office of Multi-Ethnic Programs	27	3.4%
Playing in varsity sports	56	7.0%
Residence Life (events, RA's, etc.)	219	27.4%
Study Abroad	183	22.9%
Time spent with friends in eating areas	<b>288</b>	<b>36.0%</b>
Time spent with friends in living areas	<b>498</b>	<b>62.3%</b>

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	46	5.9%
Disagree	11	1.4%
Neither Agree nor Disagree	17	2.2%
Agree	<b>97</b>	<b>12.4%</b>
Strongly Agree	<b>610</b>	<b>78.1%</b>
Total	781	100.0%

**Table 5**

**During the 2012-13 academic year, I have been able to register for the general studies classes that I needed.**

Answer	Response	%
Yes	<b>760</b>	<b>94.8%</b>
No (please specify why and what class):	42	5.2%
Total	802	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 four terms.**

Answer	Response	%
Very Unlikely	<b>246</b>	<b>30.9%</b>
Unlikely	185	23.3%
Likely	211	26.5%
Very Likely	152	19.1%
I was unaware that summer school was offered	1	0.1%
Total	795	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 7**

Rate the following	How satisfied are you with the availability of classes for your major?		How satisfied are you that your professors have encouraged and facilitated your personal spiritual growth in the classroom?		Please rate your overall satisfaction with the amount you have learned in your classes at APU.	
	N	%	N	%	N	%
Very Dissatisfied	15	1.9%	4	0.5%	7	0.9%
Dissatisfied	62	7.8%	3	4.1%	23	2.9%
Neither Satisfied nor Satisfied	95	11.9%	111	13.9%	46	5.8%
Satisfied	<b>408</b>	<b>51.1%</b>	<b>403</b>	<b>50.6%</b>	<b>460</b>	<b>53.9%</b>
Very Satisfied	<b>218</b>	<b>27.3%</b>	<b>246</b>	<b>30.9%</b>	<b>292</b>	<b>36.6%</b>
Total	798	100.0%	797	100.0%	798	100.0%
	M	SD	M	SD	M	SD
Likert Mean	3.9	0.9	4.1	0.8	4.2	0.8

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 8**

Rate the following	I generally am able to develop a relationship with my professors.		The classes for my major challenge me academically.		My general studies classes challenge me academically.		APU should make admissions requirements harder in order to make the university more academically prestigious.	
	N	%	N	%	N	%	N	%
Strongly Disagree	4	0.5%	1	0.1%	27	3.4%	28	3.5%
Disagree	25	3.1%	36	4.5%	81	10.1%	120	15.0%
Neither Agree nor Disagree	125	15.6%	73	9.1%	209	26.1%	249	31.1%
Agree	<b>466</b>	<b>58.3%</b>	<b>404</b>	<b>50.6%</b>	<b>397</b>	<b>49.6%</b>	<b>271</b>	<b>33.9%</b>
Strongly Agree	<b>179</b>	<b>22.4%</b>	<b>285</b>	<b>35.7%</b>	<b>86</b>	<b>10.8%</b>	<b>132</b>	<b>16.5%</b>
Total	799	100.0%	799	100.0%	800	100.0%	800	100.0%
	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>
Likert Mean	4.0	0.7	4.2	0.8	3.5	0.9	3.4	1.0

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 9**

Rate the following	Sakai is a useful tool that is helping me academically.		I believe on-line grading would help me academically.		I believe that it is important for APU to require professors to use an online grading system.	
	N	%	N	%	N	%
Strongly Disagree	58	7.2%	21	2.6%	35	4.4%
Disagree	112	14.0%	65	8.1%	74	9.3%
Neither Agree nor Disagree	188	23.5%	184	23.0%	203	25.4%
Agree	<b>344</b>	<b>42.9%</b>	<b>308</b>	<b>38.5%</b>	<b>252</b>	<b>31.5%</b>
Strongly Agree	<b>99</b>	<b>12.4%</b>	<b>222</b>	<b>27.8%</b>	<b>236</b>	<b>29.5%</b>
Total	801	100.0%	800	100.0%	800	100.0%
	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>
Likert Mean	3.4	1.1	3.8	1.0	3.7	1.1

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 10**

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

Answer	Response	%
None	68	9.6%
1-2	<b>380</b>	<b>53.9%</b>
3-4	205	29.1%
5-6	49	7.0%
6+	3	0.4%
Total	705	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 11**

Rate the following	APU offers an exceptional number of study abroad programs.		I want to participate in a study abroad program.		I feel informed about the ministry and service opportunities that are available for students.		The university service requirement has encouraged me to have a greater investment in serving others in the local community.	
	N	%	N	%	N	%	N	%
Strongly Disagree	9	1.1%	15	1.9%	19	2.4%	78	9.7%
Disagree	61	7.6%	69	8.6%	109	13.7%	139	17.4%
Neither Agree nor Disagree	135	16.9%	117	14.6%	184	23.1%	208	26.0%
Agree	<b>404</b>	<b>50.6%</b>	<b>296</b>	<b>37.0%</b>	<b>373</b>	<b>46.8%</b>	<b>285</b>	<b>35.6%</b>
Strongly Agree	<b>189</b>	<b>23.7%</b>	<b>303</b>	<b>37.9%</b>	<b>112</b>	<b>14.1%</b>	<b>91</b>	<b>11.4%</b>
Total	798	100.0%	800	100.0%	797	100.0%	801	100.0%
	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>
Likert Mean	3.9	0.9	4.0	1.0	3.6	1.0	3.2	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 12**

Rate the following	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.		The Darling Library (West Campus) has provided me with the information and resources that I need.		The Marshburn Library (East Campus) has provided me with the information and resources that I need.		The Stamps Library (Theology) has provided me with the information and resources that I need.	
	N	%	N	%	N	%	N	%
Strongly Disagree	55	6.9%	14	1.7%	8	1.0%	11	1.4%
Disagree	119	14.9%	38	4.7%	21	2.6%	16	2.0%
Neither Agree nor Disagree	323	40.4%	298	37.2%	180	22.5%	171	21.3%
Agree	<b>236</b>	<b>29.5%</b>	<b>343</b>	<b>42.8%</b>	<b>428</b>	<b>53.4%</b>	<b>367</b>	<b>45.8%</b>
Strongly Agree	<b>67</b>	<b>8.4%</b>	<b>108</b>	<b>13.5%</b>	<b>164</b>	<b>20.5%</b>	<b>236</b>	<b>29.5%</b>
Total	800	100.0%	801	100.0%	801	100.0%	801	100.0%
	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>
Likert Mean	3.2	1.0	3.6	0.8	3.9	0.8	4.0	0.8

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 13**

**I have made contact with pastoral care from the Campus Pastor's Office.**

Answer	Response	%
Yes	136	16.9%
No	<b>633</b>	<b>78.8%</b>
Unsure	34	4.2%
Total	803	100.0%

**Table 14**

**I have a spiritual mentor in my life that is helping me to grow in my relationship with God.**

Answer	Response	%
Yes	325	40.7%
<b>No</b>	<b>474</b>	<b>59.3%</b>
Total	799	100.0%

**Table 15**

**If yes, my spiritual mentor can best be described as:**

Answer	Response	%
Someone I was matched with through Heart to Heart or Blueprints	50	15.3%
An APU employee who I spend time with (not associated with Heart to Heart or Blueprints)	81	24.8%
Someone that I know from church	<b>110</b>	<b>33.7%</b>
Other (please specify):	85	26.1%
Total	326	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**

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

Answer	Response	%
An official D-Group through Discipleship Ministries/Campus Pastors Office	169	21.1%
A D-Group organized by me and my friends (not through Discipleship Ministries Office)	98	12.3%
A D-Group led by an APU faculty or staff (not through Discipleship Ministries Office)	17	2.1%
A small Group organized by a local church	28	3.5%
I am not in a D-Group	<b>436</b>	<b>54.5%</b>
Other (please specify):	52	6.5%
Total	800	100.0%

**Table 17**

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

Answer	Response	%
I'm too busy to participate in one right now	<b>357</b>	<b>79.5%</b>
I don't think a D-Group will help me grow in my relationship with God	70	15.6%
I'm worried I won't like the people in my group	75	16.7%
I don't know how to get connected with a D-Group	27	6.0%
Other (please specify):	82	18.3%

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 18**

Rate the following	The overall events of Communiversy		The student union building (Cougar Dome)	
	N	%	N	%
Poor	26	3.3%	51	6.5%
Average	155	19.6%	<b>236</b>	<b>30.1%</b>
Good	<b>449</b>	<b>56.9%</b>	<b>382</b>	<b>48.7%</b>
Excellent	<b>159</b>	<b>20.2%</b>	115	14.7%
Total	789	100.0%	784	100.0%
	M	SD	M	SD
Likert Mean	2.9	0.7	2.7	0.8

**Table 19**

**I currently live:**

Answer	Response	%
Off campus	164	20.4%
On campus	<b>639</b>	<b>79.6%</b>
Total	803	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 20**

Rate the following	How satisfied are you with your current living situation?		How satisfied are you with campus security being provided for on campus housing?	
	N	%	N	%
Very Dissatisfied	19	3.0%	14	2.2%
Dissatisfied	56	8.8%	32	5.0%
Neither Satisfied nor Satisfied	64	10.0%	101	15.8%
Satisfied	<b>307</b>	<b>48.0%</b>	<b>333</b>	<b>52.1%</b>
Very Satisfied	<b>193</b>	<b>30.2%</b>	<b>159</b>	<b>24.9%</b>
Total	639	100.0%	639	100.0%
	M	SD	M	SD
Likert Mean	3.9	1.0	3.9	0.9

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 21**

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

Answer	Response	%
Strongly Disagree	74	12.2%
Disagree	177	29.2%
Neither Agree nor Disagree	147	24.3%
Agree	<b>183</b>	<b>30.2%</b>
Strongly Agree	<b>25</b>	<b>4.1%</b>
Total	606	100.0%

**Table 22**

**I have a car on campus.**

Answer	Response	%
Yes	<b>412</b>	<b>51.4%</b>
No	390	48.6%
Total	802	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 23**

Rate the following	I am aware of Campus Safety's escort service.		I have used the Campus Safety after-hours shuttle.		I feel informed about the safety issues on campus.	
	N	%	N	%	N	%
Strongly Disagree	8	1.0%	125	15.6%	12	1.5%
Disagree	29	3.6%	183	22.9%	30	3.8%
Neither Agree nor Disagree	29	3.6%	44	5.5%	86	10.8%
Agree	<b>449</b>	<b>56.1%</b>	<b>257</b>	<b>32.2%</b>	<b>462</b>	<b>57.8%</b>
Strongly Agree	<b>288</b>	<b>35.6%</b>	<b>190</b>	<b>23.8%</b>	<b>210</b>	<b>26.3%</b>
Total	800	100.0%	799	100.0%	800	100.0%
	M	SD	M	SD	M	SD
Likert Mean	4.2	0.8	3.3	1.4	4.0	0.8

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 24**

Rate the following	How frequently do use the trolley to go between campuses?		How frequently do you walk or use alternative modes of transportation (bike, skateboard) between campuses?	
	N	%	N	%
Never	138	17.2%	49	6.1%
Rarely	<b>223</b>	<b>27.8%</b>	79	9.9%
Occasionally	<b>200</b>	<b>24.9%</b>	166	20.7%
Frequently	179	22.3%	<b>305</b>	<b>38.1%</b>
Always	62	7.7%	<b>202</b>	<b>25.2%</b>
Total	802	100.0%	801	100.0%
	M	SD	M	SD
Likert Mean	2.76	1.2	3.66	1.1

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 25**

Rate the following	I feel comfortable going to the Health Center when I have health concerns.		I have been able to obtain an appointment at the Health Center when I need medical attention.		I am aware of the counseling services provided by APU.		I have been to the Counseling Center in the past year.	
	N	%	N	%	N	%	N	%
Strongly Disagree	21	2.6%	28	3.5%	16	2.0%	<b>289</b>	<b>36.1%</b>
Disagree	105	13.1%	51	6.4%	50	6.2%	<b>240</b>	<b>30.0%</b>
Neither Agree nor Disagree	164	20.4%	234	29.2%	74	9.2%	71	8.9%
Agree	<b>347</b>	<b>43.3%</b>	<b>308</b>	<b>38.4%</b>	<b>487</b>	<b>60.7%</b>	100	12.5%
Strongly Agree	<b>165</b>	<b>20.6%</b>	<b>181</b>	<b>22.6%</b>	<b>175</b>	<b>21.8%</b>	100	12.5%
Total	802	100.0%	802	100.0%	802	100.0%	800	100.0%
	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>
Likert Mean	3.7	1.0	3.7	1.0	3.9	0.9	2.4	1.4

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 26**

Rate the following	How frequently, if at all, have you experienced discrimination because of your gender?		How frequently, if at all, have you experienced discrimination because of your race/ethnicity?	
	N	%	N	%
Never	440	54.9%	485	60.5%
Rarely	221	27.6%	181	22.6%
Occasionally	113	14.1%	90	11.2%
Frequently	20	2.5%	32	4.0%
Always	7	0.9%	13	1.6%
Total	801	100.0%	801	100.0%
	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>
Likert Mean	1.7	0.9	1.6	0.9

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 27**

Rate the following	I understand what SGA does.		I think it is important to have a student government at APU.		I feel the SGA is actively, effectively addressing, and advocating for student concerns.		I feel comfortable bringing my campus-related concerns to the SGA.	
	N	%	N	%	N	%	N	%
Strongly Disagree	74	9.2%	16	2.0%	40	5.0%	66	8.2%
Disagree	20	25.7%	33	4.1%	121	15.1%	173	21.6%
Neither Agree nor Disagree	187	23.3%	169	21.2%	<b>354</b>	<b>44.2%</b>	<b>365</b>	<b>45.5%</b>
Agree	<b>285</b>	<b>35.5%</b>	<b>437</b>	<b>54.8%</b>	243	30.3%	167	20.8%
Strongly Agree	<b>50</b>	<b>6.2%</b>	<b>143</b>	<b>17.9%</b>	43	5.4%	31	3.9%
Total	802	100.0%	798	100.0%	801	100.0%	802	100.0%
	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>	<b>M</b>	<b>SD</b>
Likert Mean	3.0		3.8		3.2		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.*

**Table 28**

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

Answer	Response	%
Strongly Disagree	<b>108</b>	<b>13.5%</b>
Disagree	<b>285</b>	<b>35.5%</b>
Neither Agree nor Disagree	252	31.4%
Agree	107	13.3%
Strongly Agree	50	6.2%
Total	802	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 29**

**What is your major?**

Answer	Response	%
Accounting	22	2.7%
Applied Exercise Science	33	4.1%
Applied Health	38	4.7%
Art	12	1.5%
Athletic Training	10	1.2%
Biblical Studies	11	1.4%
Biochemistry	11	1.4%
Biology	35	4.4%
Business Administration	<b>53</b>	<b>6.6%</b>
Business Economics	5	0.6%
Chemistry	2	0.2%
Christian Ministries	14	1.7%
Cinematic Arts	15	1.9%
Communication Studies	46	5.7%
Computer Information Systems	2	0.2%
Computer Science	7	0.9%
Economics	2	0.2%
English	35	4.4%
Finance	9	1.1%
Global Studies	11	1.4%
Graphic Design	23	2.9%
History	14	1.7%
International Business	7	0.9%
Journalism	8	1.0%
Marketing	16	2.0%
Mathematics	15	1.9%
Music	30	3.7%
Nursing	<b>72</b>	<b>9.0%</b>

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.*



Philosophy	4	0.5%
Physical Education	3	0.4%
Physics	3	0.4%
Political Science	13	1.6%
Pre-Allied Health and Pharmacy	1	0.1%
Pre-Engineering	1	0.1%
Predental/Premedical	0	0.0%
Psychology	<b>100</b>	<b>12.5%</b>
Social Science	2	0.2%
Social Work	37	4.6%
Sociology	19	2.4%
Spanish	1	0.1%
Teaching	34	4.2%
Theater Arts	13	1.6%
Theology	5	0.6%
Youth Ministry	8	1.0%
Total	802	100.0%

**Table 30**

**What is your class standing?**

Answer	Response	%
Freshman	184	22.9%
Sophomore	181	22.6%
Junior	237	29.6%
Senior	200	24.9%
Total	802	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 31**

**As a freshman student, I am satisfied with 180 block meal plan.**

Answer	Response	%
Very Dissatisfied	24	13.1%
Dissatisfied	46	25.1%
Neither Satisfied nor Dissatisfied	25	13.7%
Satisfied	<b>68</b>	<b>37.2%</b>
Very Satisfied	<b>20</b>	<b>10.9%</b>
Total	183	100.0%

**Table 32**

**As a freshman student, I have plenty of eating selections to choose from on-campus.**

Answer	Response	%
Strongly Disagree	18	9.8%
Disagree	42	23.0%
Neither Agree nor Disagree	34	18.6%
Agree	<b>72</b>	<b>39.3%</b>
Strongly Agree	<b>17</b>	<b>9.3%</b>
Total	183	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 33**

**Are you an International Student?**

Answer	Response	%
Yes	18	2.3%
No	782	97.8%
Total	800	100.0%

**Table 34**

**Your Gender?**

Answer	Response	%
Female	608	76.0%
Male	192	24.0%
Total	800	100.0%

**Table 35**

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

Answer	Response	%
American Indian or Alaskan Native	24	3.0%
Asian	137	17.4%
Black or African American	34	4.3%
Latino/Hispanic	132	16.8%
Native Hawaiian or other Pacific Islander	34	4.3%
White	590	74.9%

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): Please refer to Table 5.

Accounting II this semester. All the teachers classes filled up before I even had my registration date.

All my classes overlapped and made it difficult to schedule

All of the art classes conflict with each other. It's time to offer history of modern art at a different time and day

Applied Statistics

Art and Theology 303 were too full.

Because a lot of the classes I wanted to take were filled

Because APU accepts to many damn students

BIOL- full, Art- full, other courses- full

Biology, it was full

Biology - conflict of schedule - inconsistent lecture and lab times

Biology; All classes were full.

Biology; always full

Biology and other science classes because they were all full and I was the last to register

Classes are not that available

Classes were too full, History and Fundamentals of Biology

Do not need general studies any more

Financial holds; Statistics

Full

General epistles because the class was full

Health

Hold on account for financial reasons. classes fill quickly

I tried to add a Luke/Acts class a week into the semester and the professor was extremely rude and told me adding his class was pointless and that I wouldn't pass it anyway.

I was not able to get into a UBBL class

Language classes

Language classes have hours that don't allow for a lot of freedom to take other core classes

Luke/ Acts

Math

Most of the classes I wanted were full : exercise physiology, physiology etc.

Music

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 Chemistry course will not transfer and my scheduling makes it difficult to add additional coursework. I was told I would be able to take the APOU course, but was recently informed this decision has been overturned. I have tried getting in to other chemistry courses at local schools, but the waitlists are full before I am even eligible to register (HD Campus)

Not enough sections were being taught.

Not enough time slots and not enough teachers to accommodate the juniors and seniors

Only offered once for the whole major AES classes

Pub Comm. fills up in like, 2 seconds

Registration Hold

The Applied Exercise Science classes I needed were impacted and I was told I can't take them

The Spanish 2 class I needed either didn't fit in my schedule or was full before I could register.

They didn't let me take Consumer Behavior after I registered because it was "primarily" for juniors and "seniors" (which was not in the description).

Too late for Church History 1517 to present

US History from 1865. It's not offered in the fall, and I couldn't fit into my schedule for spring.

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 7.**

Text Response

Academic advisors have not helped me at all and I have been three different times.

APU doesn't seem to be very intellectually challenging, only slightly better than my high school experience. I am capable of so much more. I don't really have to do my best work to get a good grade. :(

As a Comm major, I've wasted my time and my parents \$160,000. I can't tell you much of substance that I've learned and I have truly applied myself. I would have been much better off as a business major or really anything else.

As a film major, there is typically only one section offered for each class per semester and it is nearly impossible to make a schedule

As a history major so far I have not only gotten the classes I wanted but with the professors I want. Overall the majority of my professors take the time to talk about spiritual growth in the classroom. But, I feel that even though spiritual growth is important it's probably more important that we actually learn some information that we can take into a secular workspace and I'm very satisfied in that aspect.

As generalizations, I answered satisfied to all of the above. However, this is only due to the fact that a handful of professors that I've taken have been incredible role models and spiritual mentors inside and outside of class, integrating faith effortlessly into the course. The majority of the professors I've had have been less intentional in this area and I have unimpressed with the caliber of integrative efforts in general studies courses.

Being a private school, and a senior with 60-some days left, finding classes, compared to public schools is a walk in the park. The teachers vary greatly in their degree of care particularly to their students' faith status. Thought it my time here I've had some of the most thrilling academic experiences of my life. The motivation to learn, do well, and then continue on after my bachelor's degree came while I have been here, at APU, I will be forever grateful for the role that APU's played in my life.

Business professors rarely provide spiritual growth in the classroom. Otherwise they are satisfactory

Classes within the Sociology degree are limited and not offered each semester.

For a lot of the film classes, they are only offered during one block of time (often 7:30-10:30) so you have to be very careful when you schedule your classes each semester so that you don't end up with two classes you want to take that are offered only once during the same block of time. That happened to me this coming semester, so I will not be able to take a class I had been planning on taking.

For question #2, I think they have encouraged/facilitated spiritual growth as much as possible in my non-Bible classes. Within my Bible classes, I wish there would be a little more encouragement to faith in the Bible (in addition to their attempts to shake it).

For some psychology classes there is only one section so you have to take the class at that time.

Hard to integrate spiritual themes into math and physics 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 adore the professors here. Dr. \*\*\* has been such a good example to me of a woman of God.

I am able to make my schedule work to get classes I need eventually if the ones I want are not open. My profs are awesome and edifying.

I am a nursing Major so many times it's hard to get bible classes

I am physics major so the size of the department limits the availability of classes, but only in times offered not in number of students taking them. I have learned a lot and my professors are great and do show the importance of Christ in daily scholarship

I am more worried about my professors facilitating my academic growth in the classroom than spiritual. I believe knowledge is important and Christian academics can often teach through a lens, putting its students at a disadvantage. I am all for faith being at the center of my life, but I should still get a quality education.

I am pushed to learn and study my hardest for all of my science classes and I love how, so far, my professors have been a strong reflection of Christ.

I am satisfied

I am undeclared, so I have not taken any major courses yet just gen eds. But overall my experiences in the classroom have been very positive.

I am undeclared and have not decided on a major

I am very satisfied with all of the available classes at APU and with all of the professors. The academics at APU are its best quality. I have learned so much from while going to school here. I would rate it very well.

I appreciate the spiritual formation that happens in the classroom, but as Communication Studies students, we do not learn a lot in the classroom.

I believe all of my teachers are more than competent in teaching their field of study.

I don't like when classes are only offered in fall or spring

I feel that some classes I have really learned a lot in, but others I went in with high expectations and was very let down by the professors. I am here to learn, not to get through the classes and get a degree...

If it weren't for the religion department, I would hate being at APU

I have absolutely loved my major (cinematic arts) because of all the events and community it creates.

I have amazing professors

I have been able to get into all of my classes with minimal conflict. However, I do not think that my professors are even contributing to our spiritual growth. Almost never do they talk about God except in a side note. Sure they ask about my job and school but nothing about my spiritual growth. I do find that I am learning a lot from my classes

I have been blessed to be in a program where I know all of my professors personally. It is nice to be able to speak freely with them and get to know them on a deeper level.

I have had some of the worst professors while attending APU. I do not feel confident going out and

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.*

starting my career, because I learned next to nothing here at APU.

I have learned more than I was even aware was out there to learn, and I have found that there is still so much to learn.

I have never had issues getting the classes I wanted or needed for my major...and every class I have felt like I walked away with more knowledge on the subject and how it pertains to me and my walk with God.

I have the best professors

I have very good professors who care about how well you do

I like my classes and teachers

I love that professors can add a spiritual part to the class especially in nursing, I find it very important

In the appropriate context, professors have been very encouraging and really care about my well-being, physically, mentally, emotionally and spiritually.

I only gain a lot from my major specific courses

I think professors need to be more aware of their students (Catholics in class, homosexuals in class) to help them grow in their faith more

I think you learn as much as you want to learn and you're learning goes hand in hand with how much effort you put in. My professors are great at talking about spiritual growth in the classroom and if I wanted to talk to them more outside the classroom, I could.

It is difficult to integrate math and God, but when the opportunity arises the profs do a good job of it.

I transferred from Cal Poly Pomona because APU had a better education system and better availability for classes.

I would like to see more classes available in the Department of Biology and Chemistry.

Majority of my professors take an interest in my life and want me to succeed in as many ways as possible.

Many of my teachers challenge me academically and it has bettered my education.

Math department is still small and doesn't offer a lot of the upper division requirements very often or at varying times

Most of my classes have been available for me to take. Most of my teachers have been helpful in my growth in my faith as well as in academics.

My classes for my major are small and all revolve around the helping profession because I am a social work major. We talk about how we can use God to help others through our actions.

My department is very small. There are not many professors.

My major is small (business economics) so classes offered are limited, which generates a schedule constraint

My professors have all been 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.*



My professors have helped me to grow and develop not only as a student but as a well-rounded person  
My professors here have been outstanding, and before coming to college I underestimated how blessed I would be by them.

My professors while I studied abroad at High Sierra were the best I have ever had in my entire life as a student. Also, my Japanese teacher \*\*\* was notably a wonderful professor and friend.

Not enough teachers.

One class that I needed for graduation was not offered this spring, so I had to take it as independent study. That was a little frustrating. But besides that, I've had great experiences with all of my classes and professors.

Overall it has been great so far

Personal relationships with faculty and staff. Not all professors care about how we do. Most do.

Professors from my general studies/bible classes have challenged me spiritually and helped me grow. Professors in my department are not as encouraging with spiritual growth

Professors know you by name and are willing to help outside of classroom time on things that might not even apply to the specific class you are in. I got help planning my schedule from Professor Anderson and he wasn't even my professor, he was just willing to help

Sections of music classes offered are very limited

Since Math is a small major it is understandable that not all the classes I need to take are offered every semester.

Small majors only offer one class, so it can be hard to fit other things into schedule

Social Work classes are so full of great knowledge and get us so incredibly ready for our career.

Sociology is such a small major that there are not many choices of class times. Also they cancelled the Sociology Senior Sem for next year, the year I need to take it, and that has messed up my schedule.

Some classes Christ is never really mentioned although the teachers show very Christ like qualities. I feel like I could learn more in my classes if I did not procrastinate as much.

Some GE classes seem so pointless with the lack of information we learn. I feel like I do not get my money's worth! I hope my major's relevant classes are not this way.

Some of my classes have taught me so much, and yet some I have been disappointed in. Overall, though, I feel I have learned and grown a great amount since coming to APU.

some of my major classes are not offered every semester and there are a very limited number of sections

Some of my major classes are only offered in one section so it can be hard to get into. Some of the classes seem unimportant.

Some professors are awesome and some just suck. You need to weave out the bad ones. we pay way too much to take a class that everyone hates and does not learn in.

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.*

Sometimes, faith integration just doesn't integrate that well. When the professor is really trying to integrate faith and stretching it a lot, it just doesn't go over so well.

Sometimes it feels as though I am not learning in some classes such as CLFM last semester

Teachers are wonderful and always incorporate faith in their teachings.

Teachers are able to get to know you and pay attention to you.

Teachers do not stand and teach, they ask questions forcing us to think and form our own opinions.

teachers really do care about their students

The AES department needs to create more classes because they are impacted

The faculty and staff are amazing but I don't really get a sense of any incorporation of faith in the classes.

The higher level classes are only offered during times that I have practice. It makes it hard to fit them all in when they are all at the same time and during the time that I have prior commitments.

The Journalism major needs to have more class times available that do not conflict with other courses in the major.

The music department (my major) is excellent at making all classes available to students and has incredible faculty. I wouldn't have it any other way.

The Professors are all amazing! They constantly help you strive to go deeper in your faith while keeping the class focused on the main class topics.

The professors here are probably my favorite part about the scholarship side of APU. My professors have all been wonderful examples and have inspired me to strive to become more Christ-like.

The professors here at APU actually care about you

The professors in the math and physics department are wonderful.

the professors in the school of business provide you with real life experience & integrate faith into lectures

There is an inconsistency among staff/faculty in their conviction if how important spiritual growth is. I have heard from one of my own professors that faith integration is just a box to check off on their list.

The science faculty and staff are so helpful and willing to work with their students and they genuinely care about their well-being. They are open to having conversation and sitting down just to talk about life. It is very encouraging.

The Social Work department has professors that care deeply about their students well-being in and outside of the classroom

The teachers really do care about students and do anything possible to help them succeed

They are very open professors that explain what needs to be said, especially my comm professors they take time to explain everything.

Though I'm sure other students would say they have, I personally have experienced no significant

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.*

spiritual growth.

Trying to get into AES classes is terrible and some of the teachers are really unskilled at teaching.

We had great discussions in many of my classes, especially my Science Senior Seminar class.

What I learn varies from professors. However, I find that there is a major distance from those who go out of their way to incorporate a spiritual growth process and those who seem to not be concerned with adding this element in class.

While liberal studies does have a variety of classes, you eventually have to take them all and that becomes a problem when some of them conflict with each other or are only offered for one section.

Would like the social work program to work better with study abroad. The foreign language program (Spanish, in particular) feels very unorganized and does not have good professors. The theology department is AMAZING.

**Comments 2 – Please provide explanations here that would help us understand your answers above. Refer to Table 8.**

Text Response

All of my professors have shown care for every student. I agree with the last question because I personally think recently there have been too many accepted students into APU.

Almost all of my general studies classes were WAY easier than my classes in high school, and even required less work. I didn't feel challenged academically at all at APU until my junior year. As someone who thrives on learning, this was extremely disappointing to me.

Anyone and their mother can get in, as long as they are willing to pay.

Applying to graduate school is difficult because APU is too conservative.

APU accepts way too many students. I feel many of them shouldn't have been able to attend college due to their low academic levels.

APU just isn't that hard of a school (which, on one hand, is fine). I realize that many people aren't as smart as me, but I would at least like to be challenged a little. I feel like a lot of my assignments are busy work, and the classes in my major are pretty easy.

APU should focus less on expanding their social and online reputation and work harder to gain academic credibility outside of the CCCU.

As it is, APU attracts students of all different academic levels and encourages them to push themselves. Tightening APU's admissions requirements would deny the people who need this environment most.

Classes are definitely challenging. I would like to see APU become more difficult to get in to.

Classes are not just about the material it is how to incorporate them to our daily lives

Everyone outside of APU views APU as easy and a school with no rigor, I'd like to see that changed.

Everything's good

Gen-eds are a (mostly) a joke. I took most of those classes in high school and feel that they are no more difficult, or are in some cases, easier - which is very frustrating, as I feel I am not getting my money's worth.

Gen Ed should be challenging yes, however it should not take away from your major courses which is why most apply to the school.

General classes are pointless sometimes.

General studies classes provide a challenge, but not relative to the challenge provided by my major classes. I don't have any strong opinion about the admissions criteria either way.

I'm a people person, paying for these instructors to impart to me what they've accomplished. Darn right I wanna get to know them. My classes, in the psychology department are somewhat intuitive; however there is a few that are real solid and have provided me with a great understanding of the discipline and how to learn in general. The gen. Eds. I've taken here have been a joke...sorry...I have met some

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.*

genuinely brilliant people at APU, however, the majority are disappointing, not driven, and seen to just wanna go out get drunk and hook up...I mean-hey-I went to high school, I get it...but come on! This is some real money we're investing, if the standards were higher for admissions the student body would be different, this differentiation would arguably cause the institutions name to be seen more highly by employers as well.

I'm a science major and the department is very rigorous. When it comes to Gen Ed's they aren't as challenging but can be very time consuming and tedious, the Bible classes are especially hard in that they seem to have a lot of busy work that distracts me from my major courses. Professors are open to forming relationships, but I wish there were more chances to get to know them personally outside of class and office hours. Some professors are also very intimidating and hard to approach.

I'm not sure making the admissions requirements harder should be a priority for the university considering our motto is God first. I'm thankful that APU is available for most. I am always grateful there is a push to establish the Honors College which should draw more academically minded students.

I agree with the last question to the extent that we are not known as being snotty and egotistical about it all. That's not the reputation we should want or have.

I am challenged by my classes while I maintain a good relationship with my professors. I think the requirements for admission are just fine.

I believe admissions should be made harder because we simply do not have enough room for more on campus housing

I believe the school's academic rigor is fine as it is.

I believe these classes can be as easy or difficult as one chooses, just as in ANY class.

I came from a high school with high academic expectations and I feel like I've lowered my own standards some since coming to APU

I considered myself to slack off in school, but after meeting some students here, I don't feel so bad about myself :P

I didn't feel like there was much opportunity to build relationships with GE professors, but I do feel able to build them with the professors in my major.

I don't necessarily think admissions should be stricter academically, but making sure the student is well-rounded as a whole with many extracurricular activities. It's the person you are that's important.

I do not know any of my friends from other schools that can say they have shared a meal with their professors, let alone been to their professor's homes. They are inviting and more than willing to get to know you throughout the four year journey here at APU.

I do not think that it is important for APU to become more prestigious. I think that all types of students are and can be impacted by being here at APU

I enjoy the classes but am very challenged by them.

I expected to be more challenged in college

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.*

If APU wants to step up its academic reputation it should make classes more rigorous, which probably means less people would be able to make it through to a degree, so it may be a good idea to make admission requirements more stringent.

I feel like APU is a school where everyone can fit in. Making it harder to get in would probably made the school seem stuffy and pompous when it really isn't.

I feel like I can challenge myself in my classes here by taking certain professors, and I feel like I can also not challenge myself by taking other professors. I enjoy this option based on classes.

I feel like some APU classes I took in high school were more challenging than some classes in APU

I feel the classes for my major are preparing greatly to become a better musician

I find that many professors in my major have favorites, making it difficult for first time students in their class to build a relationship with them.

If the admissions requirement was raised higher than the diversity of the university would be decreased.

I get good grades with putting minimal amounts of effort into my work. I want more than just busy work and simple regurgitation of memorized facts. I don't view that as challenging.

I have become good friends with a couple of my professors - the ones who challenge me the most. I do agree that APU should have stricter admissions requirements. This would improve the academic standards in all classes, I think.

I have been challenged academically in many classes, though not all

I have been very challenged by my classes.

I have developed a relationship with almost all of my professors and I felt they made an effort to know who I am.

I have great relationship with my profs; I seek their advice and mentorship. My business classes are challenging but GE is a joke. I will take them over the summer at my JC and graduate in 3 years instead of wasting my money here taking easy classes. I feel like it is very easy to get accepted here, so once we reach our desired number of growth, it should be more challenging to get it, especially in the business school. It should be more like the nursing program.

I have learned a significant amount from all of my classes. There are aspects of my life that have been changed due to some of those classes.

I have not been very active in trying to have a relationship with my professors, but I feel that if I did take the initiative, they would welcome it. My general studies classes and my major classes both challenge me academically, but are not too difficult to handle. APU's admission requirements are very lenient, but I feel like people should be welcome to come and learn even if they did not have a very productive high school career.

I have not invested a good amount of time into trying to get to know my professors.

I love my liberal studies classes but if I'm being honest, they are not the most academically rigorous classes APU has to offer.

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 my talk to my professors and develop relationships. My major classes are very good and challenging but lots of my gen ed classes are very easy, but some are very simple. I think APU should make requirements a bit harder. This is college, we are at a university.

I love some of the professors in my department (Sociology). They make it easy to approach them when I am having trouble. Some general studies classes prepared me well for upper division classes but others didn't.

In one sense, I agree with the last statement; I would like APU to become more well-known for its academics. Also, we are running out of room to expand our student body population, so one way to make admissions decisions is to raise the required academic standards. I would not be opposed to that. That having been said, I think APU's admissions department should also have some grace with those requirements so that students with potential who may have not had many opportunities in the past can come and benefit from APU (I'm especially thinking of international students and students from low-income families). I guess what I'm trying to say is, that I would love APU to become more academically prestigious as long as she still retains her love and grace for all people.

I personally believe that though the mandatory Bible/Theology classes are insightful, they are not as necessary as other classes in the real world. Thus, I believe these classes should be elective courses to those who aren't Theo or ministry majors

I really love the personal relationships I get to develop with my professors. I have a deeper respect towards them not only because they are so invested in teaching me but also because they care about my personal life and take time to pray with me.

It depends on the class. Many Bible classes were academically challenging and I learned a lot, but other general studies were easy. You can pick how challenging/easy you want it based on the teacher generally.

It depends on which gen Ed classes we're referring to.

I think academics are great here, but APU is hurting themselves by letting in almost anyone

I think that APU can be more prestigious without excluding some students who I believe add great value to campus but would not be here if there had been harder admissions requirements. However, I am only one student and I do not see the big picture of APU and all of the students, so I cannot provide a strong opinion on the matter. I am challenged, but I also try to avoid classes I am told are easy to take ones that others say will teach me a lot on the subject.

I think that I worked really hard to get in to college and some of the students at APU got in when they did not do anything at all in high school.

I think that people need to take college more seriously. I know that people like to take easy classes. I know it's hard to get good grades sometimes but really?!?! Getting all Cs, retaking a gen Ed... I wonder if there could be a mandatory one day class that shows people 1. What college is for beyond just getting a degree to make money 2. How to study 3. A map of all the tutoring offered 4. An explanation of how amazing the professors here are and how they will meet with you and help you if you ask them

I think that the classes should be more challenging but not more difficult (higher work load)

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 think that the general studies classes are not that academically challenging well some at least. Some are just about checking them off your list. For example Spanish.

I think the initial task of being admitted into APU should be harder but not for staying. This is because it is an expensive school, so many students, like myself, have to work full time while being a full time student just to go to APU, in reflection of this I do not have the best grades but they are decent.

I think the requirements are set to allow people from every walk of life, giving APU the ability to reach people from every background.

I understand that we need to grow the student population, but a 75% admittance rate is too high to distinguish ourselves as an academically rigorous institution.

I was not challenged in high school; I could study an hour before a class and get an A. I thought that was what all high schools are like. I believe if the academic standards are raised more students that are ready to take on the demand of the work will succeed.

I went to a Cal state school prior to APU, it is clear the academic rigor is more intense, however, there are so many students who don't care as long as they pass.

I would like to be challenged a bit more in my classes, but I'm not 100% sure if making admissions requirements harder would be good. I like having a variety of students with different kind of intelligences, but maybe just a tad harder? I know all I had to do was write a couple of paragraphs.

Likewise with the small major I see the same professors for multiple classes and develop relationships with them

Making GE classes a little more rigorous would encourage more academic excellence even in the mandatory classes.

Making the admissions requirements harder would not make it more academically more prestigious, better professors in general would help.

Most of my classes have been fairly small, so I've had at least short one-on-one interactions with most of my professors. My major is difficult, so those classes are much harder than my Gen Ed classes, but I enjoy them more. I think that APU holds students to a high standard, and their admissions requirements should reflect that standard, more for the sake of the students (so they don't come then have to transfer to an easier school) than for the sake of academic prestigiousness.

Most of the AES professors really want to get to know their students and are open to interaction outside the classroom.

My first three answers don't really need an explanation in my opinion. But, since my first semester I thought APU should make admission requirements harder. In my general ed classes a lot of people were on academic probation and I thought how is that even possible? People even withdrew from 100 courses and it's just a WASTE of money to spend on classes you're going to withdraw from. APU accepts people who quite frankly aren't going to be able to make it with high grades. I really don't like when people say as long as you have money APU will accept you. Everyone always says we accepted 500 more students this year, but in reality it just makes me think we don't have the same standards as better schools. If we had harder requirements more people would make it to graduation.

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.*



None

Nursing is crazy hard, but you are with your professors for a long time!

Profs at APU have been pretty helpful generally. I find most of them to be approachable. Some of the Gen Studies classes are a little weak at APU.

Regarding a science major, the classes are quite difficult and feel no pressure of being any different than in a UC system college. However, I feel as if general studies classes are a waste of time and money.

School is tough most the time. That's it.

Some general studies did not challenge me because I was uninterested in the material.

Some kids have a hard time knowing how to study/ getting focused here, and I think that if the admissions process was a bit harder, then you would get more students who would succeed easier.

some professors it is hard to connect/talk to

Some students who need the community of APU would not be able to get in if the admissions requirements are harder.

Still taking many general studies or intro classes making it hard to develop a relationship with professors

Strongly agree for professors at High Sierra.

The admission requirements statement is a bit vague.

The classes already required are very difficult, especially the bible classes. There should be no more added

The classes are not huge, so that makes us get to have more time to know the teacher and get more help.

The classes are only academically challenging if each student chooses to participate and gain the knowledge offered. The admissions requirements shouldn't be made harder because I think everyone deserves a chance to study here before it's taken away at the expense of a challenging admission process.

The classes here are well in regards to being challenged academically

The classes I've taken are challenging, but unless it's an honors course, the other students in there are generally not very motivated, so class time is less intellectually stimulating than I would like. The majority of students here treat this like high school in the sense that they're just trying to get through, and it shouldn't be the professor's job to make college students value their education. Rather than just accepting whoever says that they "need APU's spiritual environment" (and can pay tuition), APU needs to admit only those that exhibit a desire and willingness to dig into their education and make something of their lives.

The classes I am taking for both my general studies classes and major classes are academically challenging. I do think APU should have harder requirements to go to this university.

The classes I have taken are very challenging. I am able to get to know my professor and ask for help whenever

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 Gen-Ed classes I have participated that were not a part of the Honors curriculum were not very academically challenging by themselves. The biology classes I have taken have stretched me academically without a doubt. I do not think it is APU's mission (not should it be) to be known solely as an academically prestigious university because some of the beauty of the university stems from the diversity in the types of thinkers. Just because a person cannot score a 30 on the ACT does not diminish their intelligence, maybe just their analytic ability.

The general studies bible requirements are tough because the professors are tough, but so good too!

The professor to student relationships is nice. The professors actually take time to talk and ask how we are doing. Some go above and beyond and some you can just tell that they care.

There is a good amount of homework. It just seems as if the quality of information we learn is not much or useful. I haven't taken any classes related to my major yet, so I can't answer the second question.

The school has grown a lot and as far as population density I think the number of people accepted needs to decline.

This school is not very challenging academically but it challenges you in your faith.

We should stop growing and focus on the students that we have.

With the exception of my Bible and honors courses, I have felt that my gen eds have been a waste of time. The requirements for admission should be made harder so that the campus is not overcrowded.

Other (please specify): Please refer to Table 15.

A close friend

A coach

A friend from home

A friend I made while studying abroad at High Sierra

A friend I met here

A pastor who plays in an APU ensemble with me.

A pastor who taught Spanish at my high school. We are in close touch still.

A professor's wife

Alumnus of APU

An APU student

An unofficial D-group leader

Best friend

Campus Pastor

Close friend

Close friends and family

Coaches

D Group

D Group

D group leader

D Group Leader

D-group leader

D-Group leader

D-Group leader

D-Group Leader

Divine appointment

Family

Family

Family

Family friend

Family Member

Father

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.*

Founder of School of Theology
Friend
Friend
Friend
Friend
Grad student at APU
I have mentors from all 3
I have multiple pastors who are mentoring me from my church as well as mentors from the school from the kern center.
I signed up for a mentor online, not sure the program used.
Kern Center
Kern Scholarship Program
Leader from a mission trip
Long-time friend
mentor assigned to me by HIS scholarship program
Mentor from back home (within family)
Met him at work
More than one spiritual mentor - someone matched through Blueprints, my pastor, and ***.
Mother
Mother
My AC leader from last year
My dad
My father
My Grandpa who is a retired pastor
My mom
My mom
My mom
My Momma
My mother
My parents
My youth group leader
Old Young Life leader from home

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.*

Older friends
Parents
Parents :)
RA and a friend from back home
RA and D-group leader
RA AND RAR
Someone a friend introduced
Someone I met through a peer
Someone that I know through missions trips
Someone that works in the ministry I volunteer for.
Student
Student leader from Resident Life
Teammate
The leader of a leadership position I am involved in.
Upperclassman
Weekly Bible study leader
Young life

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 16

1 2 and 3 all apply

A D-Group formed through Men's Chorale

a D-Group led by my previous alpha leader organized by my friends and I

A D-group with a leader from Discipleship Ministries but we do our own thing not organized by D-groups

A D-group with my friends, led by an upperclassman that dropped out halfway through the semester, leaving us to lead our own group of 3 girls. I only participated in D-groups my Freshman year

An D-group organized by me and my friends (through the Discipleship Ministries Office)

APU student leads small group

Bible study with friends

both 1st and 4th options

D group in Bel Canto

High Sierra and South Africa small groups

I'm a D-Group leader

I'm not in a d-group, but I have a close-knit group of friends who I seek to have meaningful and spiritual conversations with.

I am in an Ohana Group (small group through International Chapel)

I applied for group, but was never put into one.

I had one, with my friends. My friends and I tried to make one again. We have failed to meet and I am feeling spiritually drained.

I have been in a D-Group through Men's Chorale

I lead a D-Group unofficially

I organized my own D-group spring of last year, after I was placed in a d-group in the fall with a leader who contacted us once, and then disappeared.

it was official for the first two years, but then our leader graduated last May

It was started last semester by APU faculty, but this semester we stopped because nobody had time.

I was in a D-Group, but my leader lost interest in it, so we ended.

I was in a D-Group but didn't feel like it was worth the time to invest time into.

I was in a D-group my freshman year at APU but am no longer in one now.

I was in a d group, but the leader got busy and just stopped planning meetings.

I was in a D Group and it was terrible

I was in one at one point, but my leader was flaky.

I was in one through APU, but no one wanted to meet any more, so we shut down. :(

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 would consider my roommates and I in a d group, but it's not APU official
Just me and my friends, we get together sometimes and talk and pray for each other. It's more like a community thing. Not an organized thing. In which APU had very little to do with. Except bring those lovely people to one place.
Lead one for a year and have since kept in close friendship with most the girls
Lent D-group
Lent d group
Men's Chorale D-group
My attendance at an APU D-Group is rather unreliable....
My D Group from study abroad
Ohana Group
Ohana Group
Ohana group
Ohana
Organized by church but it is not local
Small Faith Group (High Desert)
Tried to join on campus, but never placed
Unofficial bible study with friend group
Used to be in a D Group and my leader took advantage of the fact that I have a car
Was a part of an official D-group but it was not good. Now meet unofficially with friends
Was in a D-Group but had a bad experience which has made me reluctant to try again
Was in it, decided it was not for me.
Was in one but not anymore
We had a D-group, but it kind of fell apart when our leader studied abroad in Rome, and now we kind of meet up but not really
We were an official D-Group then our leader left and some of us still meet every week

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 17

Already in a d-group :)

Always tried, never worked out

Applied too late

As a gay student, I would feel uncomfortable being randomly placed in a D-group.

D-group stopped meeting

didn't click well with the group and felt like other d groups were too exclusive

don't believe I would learn theologically sound info in a D-group lead by my fellow students

Had a bad experience freshman year

Had one and it slowly stopped meeting

Have other d-group styled support groups. AC group; Young Life Team

I'm in a d group

I'm in a Ohana group

I'm not a Christian

I'm not ready to share my story. D Groups strive to be too personal and focused on life stories-- I just want to grow in God without having to share my story.

I'm not really interested in being in a D-Group right now.

I'm worried I won't respect my leader as a spiritual leader and be stuck in a group that I don't want to be in.

I already have a few close, spiritual friends who I can rely on.

I am an Atheist.

I am highly involved with my church and have a home-group

I am in other leadership positions where we study the bible

I am still searching for God

I am trying to put one together

I commute an the times available for d groups do not fit my schedule

I did not like my experience with D groups freshman year

I don't care

I don't think I am spiritually ready to be involved in one.

I don't wanna be in a D group

I don't want to be in a D-group.

I don't want to be in one.

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 find next to no one who I feel is qualified to inspire me in God's word.
I forgot to sign up in time.
I had a d-group freshmen year, but everyone transferred, and I had one studying abroad, but then it dissolved.
I had a D group, but they all graduated, and I am in May as well.
I had a poor experience with my last D group
I have a community group nearer to home.
I have good spiritual talks with my roommates, and even though we are not in a D-Group we still hold each other accountable.
I have other ways to pour into others and to be poured into than a D-Group
I hope to do one next fall semester
I know they're important. I wish we could Groups specific to majors (I'm a biology major and I think it'd be nice to have one at Segestrom)
In Ohana Group
I plan on joining a D-group this Fall but I was too busy this semester.
I prefer one on one rather than a big group
I tried it and it did not work out for me.
I tried to have a D-group. It was not at all a welcoming and encouraging environment so I stopped going.
I was in 2 D-Groups and neither of them did much.
I was in a D-group, but the leader cancelled it because he said it didn't work out with people's schedules.
I was in a D-Group, but was informed that during one of our first meetings, we would have to go into depth with and share our life stories and I wasn't comfortable with that.
I was in a d group but it parted at the beginning of the second semester.
I was in one, but it didn't continue on
I was in one, but the leader left
I was in one and it didn't go well.
I was in one and we didn't connect I might try again
I was in one first semester and no one ever came or the leader canceled. It seemed like no one cared.
I was in one freshman year and it fell through
I was in one last year. I do not feel the need for a d-group at this time.
I was never out into one. I am a transfer student
Just left a D-group. Will find one for next semester.
Just never happened

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.*

Mainly, it does not appeal to me.

My D-Group fell apart. Once no MAS credit was given out he ended it.

My D-group leader gave up because we had conflicted schedules

My d-group leader said I was "not worth serving anymore" and disowned me.

My D-Group stopped meeting.

My experiences in a D group have been very lacking and unrewarding as far as growth due to the spiritual capabilities of my previous leaders, I will not be in another D group associated with APU again

My friend group already have our own "D-group" it's just not official

My previous D-Group split.

Not interested in the format of D-Groups promoted by APU.

Not that interested in a D-Group

the d-group I had disbanded because the d-group leader became too busy to hold meetings

The D-Group that I did join was not organized and, in a way, excluded me from the discussions

The groups I signed up for could never accommodate me

Those friends I've grown close to are the ones I will share life with.

Too late- graduating

tried, wasn't beneficial

Uninterested

We had one but didn't care for our leader so it fell apart.

**Comments 3 – Please provide explanations here that would help us understand your answers above. Refer to Table 27.**

Text Response

Although I do know what SGA does in theory I am not sure they are as involved in a way that students see on a regular basis. I also do not know it that is necessary. Sometimes the non-visible things are more important to invest in then flashy points for students.

As a freshman, I haven't heard much about what they do, I'm sure they do stuff, I am just uninformed.

Based on the lack of publicity and the lack of people who ran in this past election, it seems that SGA is ineffective in communicating their importance to the student body about what they do.

Campus safety is ridiculous. I have seen people fight and get arrested just outside my apartment in UP and there is not TImely Warning. I have also called into Campus safety to report something outside the front gate of UP and they told me they were not allowed to do anything because it was not part of APU campus. That is ridiculous. It does not encourage their slogan "If you see something, say something" I did and you told me you couldn't help

Having friends in SGA I think I really know that their actually doing something for the school.

Honestly, I don't have a clue what SGA does. However, I'm sure they excel at what they do, but I just have no idea what goes down.

I'm not comfortable going to SGA

I'm not really sure what SGA is doing (well what they did last semester) but again I don't get out much I stay in segestrom

I'm not really sure what SGA is for. I would say communiversity has a much larger presence on campus.

I'm not sure how SGA is affecting my life as a student

I'm not very sure what SGA does or what they can do, and li have only been at APU for a year so u haven't seen them address my concerns as a student

I'm satisfied with how things are, so I haven't contacted the SGA.

I'm sure SGA is capable of handling events and general studies issues, but I have not seen then actively affect my experience here at APU in the four years I have attended this university.

I actually don't really know what SGA does to be completely honest. I think if there was more awareness on campus of what they do, there would be more issues being addressed rather than a random person making a Facebook Page addressing problems they see on campus. Just a thought though.

I am aware of what SGA does and I understand their importance, but I never feel like they are actually here. I see them in their office, but that seems like a whole different world to me. I feel like they are in their ivory tower and I am stuck on the ground.

I am content with APU and I think SGA is doing a great job, especially our awesome president!

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 entirely unclear as to what SGA does....?

I am just uninformed of their actions at all times other than when they are running

I am not really aware of what the SGA does

I am not really sure what SGA does, or when they make changes, I do not know about them.

I am not sure what they do, but I know it helps APU.

I am not too familiar with SGA

I believe in the intention of having SGA but to be fully effective, they need slightly more power or responsibility. When all they can do is provide the university with proposals for change, I think it diminishes their power. If they were able to be fully responsible for various aspects of the university, it may give them more legitimacy.

I don't 100% understand what SGA is doing, but I know that if they were to be taken away, I would notice and miss their actions. I haven't ever brought any concerns to SGA, but I can't think of anything worth bringing!

I don't feel comfortable just walking into SGA and giving them my concerns because sometimes it seems exclusive. It can also be intimidating to walk into an office alone and just state my concerns. It seems improper, and there should a process to how people can address their concerns.

I don't know a whole lot about what SGA does on a regular basis, but I do know a few people on SGA who seem to be doing a good job in their positions.

I don't know much about SGA.

I don't know of really anything SGA has done this year

I don't know what concerns are brought to the attention of the SGA, so I'm not aware of what's being done to address them.

I don't know what SGA is up to. I know they're advocating for us, but they don't really tell us what they're doing.

I don't know what the purpose of SGA is not have I ever learned what they have influenced on campus.

I don't know what the SGA are doing or what they have accomplished.

I don't really know what SGA does

I don't really know what SGA does, but I feel that a student government is very important. I'm not sure if the SGA is actively addressing and advocating for student concerns, and I don't really feel comfortable bringing my concerns to them. However, that might just be because I don't know how to.

I don't really know what SGA does, I just know only one person ran for president, so that puts a negative connotation in my head. I could be wrong, am often!

I don't really know what SGA does but I also I have not gone out of my way to understand.

I don't really understand SGA because I don't visibly see change

I don't see any effects of 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.*

I don't see much evidence of what SGA does.

I do not actually know what SGA does. I don't really know what power they have to voice the concerns of students.

I do not think that during the 2012-2013 academic year, SGA did anything for the student body

I don't know what SGA does

I feel like APU is not as efficient as they could be with informing students of on-campus clubs or SGA. However, they have been extreme thorough with D-groups and the fact that we must get Mas credits.

I feel that there are many concerns from students on campus, and the school has neglected them and doesn't have their priorities straight.

If you would actually listen to students about the horrendous parking situation and housing overflow, maybe SGA would actually be respected among APU students.

I guess I don't know much about what SGA actually does, so it's difficult for me to answer these questions. I have had friends involved in SGA before, and I'm sure they do admirable and necessary work, but I am simply not aware of it. I know that Dillion and more bike racks and more parking spaces have come about through SGA's work, but that seems a very small output for such a large input of time and resources.

I have been bringing one issue to SGA for three years now and they have not made any progress. I even had the dean of students email the SGA president who did not respond to either of us!!!

I have been here for four years and have not seen the results/actions of SGA on my campus.

I have no clue what they do or what they have provided for us over the past 4 years here

I have no idea about what SGA does on APU's campus. I think it would be helpful to receive weekly, bi-weekly, or at the very least monthly updates regarding the work SGA is doing on campus.

I have no idea what SGA does? Do they even do anything?

I have no idea who is in SGA now or what they do. If anything I feel like they cater to the concerns of the majority students on campus

I have no interaction with SGA, so I really have no say in the matter.

I have not been actively involved with SGA, and do not exactly know what they do. Partly my own fault though for not being involved.

I have not been explained what exactly the roll of SGA is, what concerns we can bring to them, and how they help the school.

I have not seen any outcomes met by SGA

I have not seen much out of SGA. Only during election times.

I have only heard about it once not sure how it all works and stuff

I have some friends in SGA and they will take notice of my concerns and compliments of campus and inform me of how SGA is or could working with the matter.

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 hear about SGA but am not sure what they do or how I can interact with them.

I know little about SGA but I'm sure it's a good program for those who utilize it.

I never have brought a concern to SGA, but I do believe in the work they do.

I never hear about SGA until it is election time.

I never hear SGA trying to reach out to students throughout the year - the only time I hear or see SGA trying to reach out to students is during elections. I also don't hear about what they are doing or have done for students.

I never know what SGA is doing, it would be nice to get an information e-mail or something

I personally am not involved with SGA so I don't know what they do. I haven't known in my 4 years here. If they have the ability to do things on campus, they need to find a way to let students know they can come and get things addressed there. They should also publicize the things that they do either in the clause or through some other means of communication. If SGA does something awesome for the student body, they should make a poster for the walk and get an article in the paper! Let people know they can and will do things for you.

I really don't know what SGA does

I think it's great! I don't ever use it, but I know how vital it is to campus

I think it would be beneficial for SGA to inform us of some of the current things they are working on, just so we are able to stay in the loop and recognize the work that you guys do to help our school.

I think that SGA is important and reasonably effective, but I'm not concerned about its workings.

I think the communication between SGA and the student body could be improved, with a simple way for students to input our ideas on a regular basis. That way, SGA can choose the ones they'd like to develop and focus on them more specifically.

I understand, in general, what SGA does in terms of idea generation and advocacy. I am not sure if there are any on-going programs that they are in charge of running for the students year-round.

I understand that SGA works on the students behalf, but it is often in ways that I don't see.

I understand what SGA does but not specifics

I was hardly aware we have SGA till the election chapel.

I was in SGA before and my close friends were in it for 2 years, we think SGA just cares about its own image and not the students. The money is spent on SGA and not the students, rarely are bills passed that are what the students really want and even then there is no follow up so it never happens. SGA needs to refocus their attention to the students.

I wouldn't know where to go to bring my campus related concerns to SGA. I'm not just going to go walk into their office and drop my concerns.

Never really hear about SGA, who they are or what they do... And APU is pretty small so that's saying a lot!

Never really talked to a representative to really understand what goes on in SGA, but I am interested in

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.
Never seen SGA within the campus events.
Never talked to an SGA officer
Not aware of what SGA is or does
Nothing is ever changed and our funds go to improving the campus instead of academic excellence
Our student government appears to be nonexistent until election comes around.
Probably the only reason I understand is because my friend is in SGA so I hear about what SGA does. Not everyone on campus has a friend in SGA so I think the amount of people on campus that understands what they do is very slim.
SGA, unless you're involved with it generally doesn't mean much to students. The things that we would request for from SGA can't be provided by SGA. Also a lot of student's don't necessarily care in general about SGA and I think a big part is because SGA students don't really get involved with us (Examples: door to door conversations rather than having a booth set up on cougar walk)
SGA does a good job of addressing student concerns. However, acting on them is another question. I have not seen very many new initiatives taken on or actual student concerns fixed.
SGA does a wonderful job providing students with information. A student govt is a must
SGA does not inform the student population on exactly what change was brought to APU
SGA is a bit of a mystery. I know they do a lot of great things for this campus because I have friends who are SGA members, but I don't think the majority of the student body knows what SGA does or is currently doing
SGA is approachable - I just don't have any campus-related concerns to share. Or if I do, I'm too shy to talk!
The elections sucked. They should not have raised the gpa
They are here to make the school better for the students.
They do not seem to reach out very much so I wouldn't bring my concerns to them
They seem out of touch and like a click of friends not agents of change representing me
Throughout my four years at APU, I never really understood what SGA did.
To be honest, I don't hear much from the SGA unless they are asking us to vote.
What does SGA do?
What does SGA do? Who even are you?
What SGA has actually done is not publicly evident.
when are we going to fix the parking issue on campus housing (do facilities really need a parking space?) and the printer and log in problem at the libraries is constantly annoying

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 – Please provide explanations here that would help us understand your answers above. Please refer to Table 32.**

Text Response

180 is too many meals

180 is too many meals, I still had about 60 remaining last semester

180 is too many meals to force on students

180 is too much. Since it is required, I waste a lot of money.

180 meal plan would not be enough if I didn't use dinning dollars to provide for extra meals

180 meals is too many meals for me, so I wish it was 120 meals instead. I sometimes wish there were more options, but Mexicali is really all I need.

180 should not be required. Freshman should be able to choose since we have to pay for it.

As a commuter, I do not have a meal plan and very rarely eat on campus.

Compared to other schools I there is a good selection but not very healthy ones...

Each meal amounts to \$7.50. I do feel as if that at certain venues, I do not get what I pay for and in turn, it is not worth it.

Eating areas that need improvement: Dining Hall, Caf (East Campus)

Eating arrangements on campus are fine by me.

Given a lot of options, but the dining hall is terrible. And the food is extremely unhealthy. It's impossible to live a wealthy lifestyle.

Healthy food is hard to find. Nutritional information isn't available

I'm dissatisfied with the 180 block meal plan, because we can't use all the meals and we don't get refunds; being a Christian college I expect to get my parents hard earned money back if I didn't use it all. In the Dining Hall the meat is never coked, I do not eat raw or medium rare meat.

I'm super tired of all food on campus, including east and west. And the 180 meal plan is barely enough. I believe it should 190.

I agree with the second question, but feel that the weekend hours (specifically Friday and Sunday) are not as accommodating for some students.

I am quite satisfied with the 180 block meal plan, although I have never had to use the full 180 meals and had quite a few meals leftover last semester. I do wish there were a few more healthy options on campus. Yes, the salad bar is great and Sam Sub's is as well, but I wish we had more selection of vegetables and other sides besides just chips and apples. It just gets a little bit repetitive, but I guess that is also hard to address.

I am satisfied with the meal plan, however I think it's still a little expensive. Most of the people I know, including myself, don't even use half of our meals or dining dollars and they end up being wasted.

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 starting to run low on means this semester but last semester I had enough

I believe that the 180 block meal plan is way too big for freshman. I found myself wasting 80 last semester and still find myself having way too many even though I stay on campus most of the time. I wish there were more variety of food choices including healthy. The dining hall needs to improve. I constantly hear from peers how much they are sick of the food and bring up other college's food selections that are much better. I heard that UCLA, Pepperdine, and Cal Baptist have great food.

I don't mind the food at all; just think that the hours need to be open longer. Being an athlete, I didn't get back to campus until late since we do not have a pool on campus, so I could only really eat at one place, since everything closed so early.

I don't use all my meals that I have for the semester

I do not feel as if there should be the three hour rule. It is not right for young adults to be told when they can and cannot eat. I also feel for the very high prices of snacks we should be given more dining dollars. And also, there should be more fruit and vegetables!!!

I don't eat gluten and I have a hard time finding things to eat and it's hard because the things I want are on west and I don't like the food on east the cafe is very out of the way because at times I need to eat on the go and that doesn't allow me to do that going to the cafe which has the only food I can eat and the hours are not late enough for the times I end classes. I wish we had healthier food

I don't have a meal plan or eat on campus very often

I eat when I want to.

I feel as though 180 meals for a semester are way too many. They should carry over from first semester to the next semester. Also I feel like on some weekends, APU tries to starve us by only having the dining hall open at certain times.

I feel like it would be a good idea to allow freshman living on campus the choice to choose their meal plan their second semester. I could not finish my meals and dining dollars the first semester and likewise, I doubt I could finish my meals second semester. The first semester should/could be fixed at a 180 block meal because students don't know how many meals and dining dollars they would need. I dislike the fact that I am wasting money because I cannot finish the food. I love the food here and I hate to throw food away just because I have too many meals and it would be a waste of meals to finish the food I had not finished from my previous meal.

I feel like there needs to be more healthy options available. The only "healthy" thing that we can get is a salad from the den, Mexicali, or the Dining Hall. There should be fresh vegetables available along with different types of protein like Salmon instead of just chicken. Also, the portions for the sides that we get with the meal are very small, and I feel like we are not getting our money's worth by using up 1 meal of the meal-plan to get one entree and two extremely small portioned sides. The sides need to be bigger portions.

I feel that more students use dining dollars as a freshman so a minimum of 120 meals should be sufficient. If a student wants to purchase the 180 meal plan it is still an option.

I feel the forced meal plan is both unnecessary and unprofessional of the school. I understand the

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.*

concern for students eating right, however they can choose the meal plan as easily as if it was mandatory, but for those of us who do not use it or would simply rather not use it, that decision should not be an administrative concern.

I go home all of the time, and pay for this large meal plan that I don't even use half of. Last semester I had about 70 meals left over. They need to roll over or refund for what we don't use.

I hate the hours I food, the unhealthy choices in the caf and the expensive coffee

I have a 45 block meal plan because I am a commuter

I have many meals left over, but I feel that this is because I get tired of the food on campus and feel that the selection isn't healthy, so I eat off campus to get healthier choices. It's kind of a waste of money, but I just wish there were lots of amazing, healthy, choices like better salads, vegetables in general, quinoa, fruit salad bar, a juice bar, granola and grains, stuff like that. I really really want this on campus!!!

I have plenty of eating selections, but I would like to see some more healthy eating options.

I kind of wish that freshmen had access to a kitchen of some kind because I enjoy making my own food, so it's more difficult for me to find foods that I like or am in the mood for.

I like how there are many different types of food available on campus.

I LOVE the variety of food offered on campus.

I really wish the food on east was as well cooked and prepared as food on west.

I run out of meals quick because they are not big enough

I should not have been forced to buy a 180 block meal plan. The food here is also awful and not worth eating.

It's hard to use all the meals during the first semester, then second semester it seems like it's almost not enough. It's hard to figure out how to balance the meals throughout the semester. Still, too many meals that go to waste.

I think that the cafeteria needs some help. It's not that good. Also there should be another place to eat on east campus that is healthy and has a salad bar and other healthy options.

I think that west campus eateries should be open on the weekends, or at least Saturday.

It is frustrating how many on-campus eating locations are not open on the weekends. The food is unhealthy and mediocre at best. I always run out of dining dollars half way through the semester. It would be better, in my opinion, to give people all dining dollars instead of meals so they can buy exactly what they want. Finally, APU NEEDS TO GET RID OF THE SODA MACHINES. THEY ARE INCREDIBLY UNHEALTHY AND CONTRIBUTE TO STUDENT HEALTH PROBLEMS!

It is hard to find healthy food.

I want more Dining Dollars on the 180 block meal plan, so I don't have to purchase another meal plan to get more when I run out.

I wish you could have less than 180 meals to live in the dorm because I don't eat on campus as much.

I would like there to be more on campus eateries, especially on east campus, and extended hours on the

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.*

weekends

I would love more healthy choices and a fruit and vegetable section.

I would prefer to have the option to cook for myself or purchase a smaller meal plan.

Low quality and healthy choices , too large of a plan required

Need more fresh healthy food!!!!!!!!!!!!!!

Need more options for food for on campus living. If I have to eat here every day I don't wanna eat the same food every day. Also, I'm frustrated that everything is closed on the weekends

Not enough healthy choices. Not enough meals almost out with 2 months to go. food places not sanitary

Nothing's open on the weekends that is healthy and tastes good like Sam's subs

Nursing doesn't give me much time for full meals. Wish there was a way to swap meals for dining dollars and have the remaining balances carry over to the next term. The weekend there is not much open.

The "healthy" alternatives aren't fresh. Also, the better healthy food is only offered over on west, so having a healthy dinner is complicated because trollies don't come frequently at night.

The 180 block meal plan has been way too much for me to eat. Last semester I had 20 meals leftover that I felt had just gone to waste. There is some variety of what to eat on campus, but there is not much choice if one was to want to eat healthy. The salads are often old and unappetizing with lettuce that is white, not green.

The 180 meal plan is too much, I don't eat that much.

The 180 meal plan was waaaaaay too much and a waste of money. I petitioned to get out of it second semester

The dining hall leaves much to be desired, most West Campus eateries are good however

The food gets boring after a while

The food options are very limited especially during certain hours when places are closed like the weekends.

The food selections on campus are really bad. I wish that west campus food services were on east campus because I live in the freshman dorms and it would be easier to have to access to those foods.

The hours for eating areas on the weekend are horrible.

The meal plan is way to big there should be a lower option

The meal plan is way too much, especially for a girl, so I feel like I am throwing away money. This is incredibly frustrating as going to this school is a very difficult financial struggle for my family and I.

The only thing I'd like to see changed are the hours for food on weekends. Food should be more readily available even on the weekends.

The plan is good!!

There are lots of options in terms of places, but I feel like the cafeteria should have more options. Even

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.*

though we can get pizza in the den or Chinese at heritage, I think the cafeteria should offer things like pizza and ethnic food daily, along with their other menu items. People want to eat at the cafeteria because it's all you can eat, but the food is terrible.

There are lots of options on campus during the week, but Friday nights through the weekend the hours are not as beneficial.

There are too many meals on the freshman meal plan. I am paying for a lot of meals that I am required to buy, but do not use.

There are a lot of "fast-food" eating options and hardly any good choice eating options. I find it really hard to find a good healthy plate of food.

There is a lot of selection on campus.

There is never anything open on the weekend, and overall the food is very unhealthy. I always feel as though my meal plan is going to waste.

There should be more healthy options

There should be more options on the weekend

The selection gets old after a while and after first semester I had 70 meals left over

Too many meals

Too many meals, food is rather unsatisfactory

Too many meals, places never opened on weekends or late enough.

Too many meals and very expensive

We shouldn't be forced to buy the 180. I don't need that much and it's a complete waste of money.

We should not be required to buy the meal plan. It gives us too much and just goes to waste.

Works perfectly.

Yummy food!