

Student Government Association

Annual survey 5-year trend data

(Report prepared by the Office of Institutional Research and Assessment)

The Student Government Association (SGA) annually enlists the survey administration services of the Office of Institutional Research and Assessment (OIRA) to collect student feedback regarding their experiences, opinions, and practices while attending APU. The SGA survey contains approximately 50 items and is administered to all undergraduate students via an online format. This trend report includes the most recent 5-years of SGA survey data collected between 2012-13 and 2015-16, and is organized as follows: student enrollment practices and experiences, sense of belonging, satisfaction and agreement items, and sample demographics.

Enrollment practices and experiences

Enrollment practices and experiences includes trend data on the number of institutions to which students applied and were accepted, their intent to graduate from APU, their experience with enrolling in general education courses, the likelihood they will attend summer school, and their major (list of majors is included in the appendix).

Table 1

To what number of schools (including APU) did you apply for admission?

Year	1	2 to 3	4 to 5	6+
2016	14.6%	30.6%	31.9%	22.9%
2015	17.0%	30.1%	31.6%	21.2%
2014	17.8%	30.8%	28.7%	22.7%
2013	15.6%	32.9%	31.3%	20.3%
2012	NA	NA	NA	NA

Table 2

To what number of schools (including APU) were you accepted for admission?

Year	1	2 to 3	4 to 5	6+
2016	17.8%	39.8%	28.1%	14.2%
2015	20.2%	39.8%	26.5%	13.5%
2014	20.8%	38.1%	27.0%	14.0%
2013	18.3%	41.3%	26.5%	13.8%
2012	NA	NA	NA	NA

Table 3

I intend to graduate from APU

Scale Rating Label	2016	2015	2014	2013	2012
Strongly Disagree	7.5%	5.2%	4.1%	5.9%	2.8%
Disagree	0.8%	1.3%	1.2%	1.4%	0.8%
Neither agree nor disagree	2.3%	2.9%	3.2%	2.2%	2.8%
Agree	13.3%	12.9%	13.2%	12.4%	16.3%
Strongly Agree	76.0%	77.7%	78.4%	78.1%	77.3%

Enrollment practices and experiences (continued)

Table 4

I intend to graduate from APU. (mean)

Year	Freshmen	Sophomores	Juniors	Seniors
2016	4.37	4.29	4.66	4.69
2015	4.36	4.39	4.73	4.73
2014	4.28	4.63	4.67	4.80
2013	4.21	4.48	4.66	4.81
2012	4.38	4.64	4.73	4.81

Mean based on 5-point scale: 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree

Table 5

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

Rating Scale	2016	2015	2014	2013	2012
Very Unlikely	31.9%	31.9%	29.1%	30.9%	37.7%
Unlikely	30.0%	26.9%	26.4%	23.3%	21.8%
Likely	20.0%	20.7%	23.9%	26.5%	18.2%
Very likely	17.4%	19.5%	19.6%	19.1%	22.0%
I was unaware that summer school was offered	0.7%	0.9%	1.1%	0.1%	0.2%

Sense of belonging

Sense of belonging trend data is based on one survey item and this report aggregates the responses in two ways: top five items that contribute to a sense of belonging by year and the number one item contributing to a sense of belonging by class level and year, respectively.

Table 6

What five items most contribute to your sense of belonging at APU?

Order	2016	2015	2014	2013	2012
First	Academics/ Major	Academics/ Major	Academics/ Major	Academics/ Major	Time spent with friends in living areas
Second	Time spent with friends in living areas	Time spent with friends in living areas	Time spent with friends in living areas	Time spent with friends in living areas	Time spent with friends in eating areas
Third	Faculty and Staff	Faculty and Staff	Faculty and Staff	Faculty and Staff	Faculty and Staff
Fourth	Time spent with friends in eating areas	Time spent with friends in eating areas	Time spent with friends in eating areas	Time spent with friends in eating areas	Chapel
Fifth	Chapel	Residence Life (events, RA's, etc.)	Chapel	Chapel	Leadership Positions

Table 7

Number one item that contributes to your sense of belonging by year and class level

Class level	2016	2015	2014	2013	2012
Freshmen	Academics/ Major	Academics/ Major	Academics/ Major	Academics/ Major	Time spent with friends in living areas
Sophomore	Academics/ Major	Academics/ Major	Academics/ Major	Academics/ Major	Academics/ Major
Junior	Academics/ Major	Academics/ Major	Academics/ Major	Academics/ Major	Academics/ Major
Senior	Academics/ Major	Academics/ Major	Academics/ Major	Academics/ Major	Academics/ Major

Satisfaction and agreement items

Satisfaction and agreement items use 5-point likert type scales and the following trend tables include the scale response mean for each item by year. The scales are listed below each table.

Table 8

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

Item	2016	2015	2014	2013	2012
Availability of classes for your major	3.91	3.8	3.96	3.94	3.81
Extent to which your professors have encouraged and facilitated your personal spiritual growth in the classroom	4.13	4.1	4.17	4.07	4.02
Amount you have learned in your classes at APU	4.27	4.1	4.25	4.22	4.93

5-point scale: 1=Very Dissatisfied, 2=Dissatisfied, 3= Neither Satisfied nor Dissatisfied, 4=Satisfied, and 5=Very Satisfied.

Table 9

Please indicate the extent to which you agree with each of the following statements (continued on following pages)

Item	2016	2015	2014	2013	2012
APU offers an exceptional number of study abroad programs.	3.78	3.80	4.00	3.88	3.88
APU should make university admissions requirements harder in order to make the university more academically prestigious.	3.23	3.30	3.42	3.45	3.46
I feel comfortable bringing my campus-related concerns to the SGA.	3.19	3.10	2.93	2.91	3.15
I feel comfortable going to the Health Center when I have health concerns.	3.68	3.60	3.64	3.66	3.72
I feel informed about the ministry and service opportunities that are available for students.	3.69	3.50	3.68	3.56	3.47
I feel the SGA is advocating for student concerns.	3.58	3.50	3.23	3.16	3.44
I have been able to obtain an appointment at the Health Center when I need medical attention.	3.75	3.70	3.69	3.70	3.72
I think it is important to have a student government at APU.	3.94	3.90	3.78	3.82	3.95
I understand what Student Government Association (SGA) does.	3.30	3.10	2.97	3.04	3.29
I want to participate in a study abroad program.	4.02	3.90	3.97	4.00	4.01
My experience through the Office of Service Learning has strengthened my ability to work with people different from me in terms of ethnicity, gender, age, socio-economic status, etc.	3.54	3.40	3.26	3.18	3.27
My General Education coursework challenges me academically.	3.59	3.50	3.59	3.54	3.41
The classes for my major challenge me academically.	4.20	4.10	4.26	4.17	4.18
I feel informed about safety issues on campus.	4.04	3.80	4.08	4.04	3.98
I have used the Campus Safety after-hours shuttle.	3.51	3.50	3.38	3.26	3.26
I am aware of Campus Safety's escort service.	4.11	4.00	4.16	4.22	NA
I generally am able to develop a relationship with my professors.	4.00	4.00	4.04	3.99	NA
Sakai is a useful tool that is helping me academically.	3.75	3.60	3.66	3.39	NA
I am interested in serving in the local or global community through the Center for Student Action.	3.76	3.60	3.65	NA	NA
My service experiences through the Center for Student Action have played an influential role in the continuing development of my faith.	3.62	3.40	3.43	NA	NA
IMT responds to my needs with the appropriate support, tools, and level of expertise.	3.63	3.50	NA	NA	3.42
The campus computing resources (e.g., computer labs, wireless internet access, etc.) are adequate for my academic needs.	3.69	3.50	NA	NA	3.56
APU should require professors to use an online grading system throughout the semester to communicate with students about their academic status in each class.	4.36	NA	3.85	3.73	NA
One Stop has been helpful in responding to my academic questions.	3.81	3.90	NA	NA	NA
One Stop has been helpful in responding to my financial questions.	3.83	3.70	NA	NA	NA

I have developed a greater respect for diverse cultures as a result of my service experience through the Center for Student Action (i.e., Neighborhood Homework House, Action Team, Mexico Outreach).	3.77	3.60	NA	NA	NA
I believe SGA accurately represents the student body.	3.38	3.20	NA	NA	NA
I believe that SGA positively influenced the campus culture this academic year.	3.51	3.40	NA	NA	NA
Support from the Office of Academic Advising and Retention has provided me with clarity and direction to make timely progress toward my degree.	3.31	NA	NA	NA	NA
Regular faculty updates in the online system about my assignment grades would help me academically.	4.25	NA	NA	NA	NA
The Office of Academic Advising and Retention has helped me to set and reach important academic goals.	3.36	NA	NA	NA	NA
As a result of participation in student life at APU, (residential or commuter life events, all campus events, chapel, student life programming, or other), I know that APU values:...-Community	4.38	NA	NA	NA	NA
As a result of participation in student life at APU, (residential or commuter life events, all campus events, chapel, student life programming, or other), I know that APU values:...-Diversity	3.97	NA	NA	NA	NA
As a result of participation in student life at APU, (residential or commuter life events, all campus events, chapel, student life programming, or other), I know that APU values:...-Local and Global Engagement	4.17	NA	NA	NA	NA
Academic Success Coaching in the Office of Academic Advising and Retention has contributed to an increase in my college GPA.	3.01	NA	NA	NA	NA
As a result of participation in student life at APU, (residential or commuter life events, all campus events, chapel, student life programming, or other), I know that APU values:...-Spiritual Formation	4.35	NA	NA	NA	NA
As a result of participation in student life at APU, (residential or commuter life events, all campus events, chapel, student life programming, or other), I know that APU values:...-Wellness	4.02	NA	NA	NA	NA
For class assignments, I generally use eBooks and online library resources more than the print books in the library catalog.	3.25	NA	NA	NA	NA
I am interested in my course faculty seeking ways to use more affordable course materials (e.g., e-books, coursepacks)	4.54	NA	NA	NA	NA
I can find space to study that suits my needs in the University Libraries.	3.80	NA	NA	NA	NA
Nominating a Homecoming King and Queen is an important part of the Homecoming weekend	2.70	NA	NA	NA	NA

5-point scale: 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree

Sample sizes and demographics

This last section includes tables that describe the size and demographics of each year's sample. Table 10 describes the race/ethnicity as well as gender representation of each sample by year. Table 11 reflects the class level distribution for each year's sample included in this trend report. Finally, table 12 includes the population and samples sizes by year as well as the survey response rates.

Table 10

Race/Ethnicity and Sex

Race/Ethnicity	2016	2015	2014	2013	2012
American Indian or Alaskan Native	1.2%	3.1%	1.2%	0.0%	0.2%
Asian	8.5%	12.1%	11.9%	10.0%	8.4%
Black or African American	3.1%	4.2%	2.6%	2.7%	2.6%
Latino/Hispanic	14.4%	18.8%	14.5%	10.0%	10.9%
Native Hawaiian or other Pacific Islander	1.3%	3.5%	0.5%	0.8%	0.7%
White or Caucasian	51.6%	69.8%	54.1%	61.0%	64.0%
Other	1.6%	2.9%	0.9%	NA	NA
Prefer not to respond	3.9%	3.7%	4.1%	NA	NA
Two or more races	14.2%	NA	10.1%	15.5%	13.1%
Sex					
Male	23.0%	24.1%	24.0%	24.0%	27.4%
Female	77.0%	75.9%	76.0%	76.0%	72.6%

Table 11

Class level

Year	Freshmen		Sophomores		Juniors		Seniors	
	N	%	N	%	N	%	N	%
2016	287	26.2%	227	20.7%	291	26.6%	290	26.5%
2015	234	21.2%	263	23.8%	300	27.2%	306	27.7%
2014	251	22.1%	224	19.7%	296	26.0%	367	32.2%
2013	184	22.9%	181	22.6%	237	29.6%	200	24.9%
2012	287	23.4%	273	22.3%	313	25.6%	352	28.7%

Table 12

Population, sample, and response rates

Year	Survey		
	invitations	Responses	Response rates
2016	5108	1323	25.9%
2015	5643	1267	22.5%
2014	5476	1277	23.3%
2013	1505	803	53.3%
2012	5569	1340	24.1%

Appendix

Table 13

What is your major? (continued on the following pages)

Major	2016	2015	2014	2013	2012
Acting for the Stage and Screen	1.7%	0.7%	0.2%	0.0%	0.0%
Applied Exercise Science	5.5%	5.0%	4.9%	4.1%	2.2%
Applied Health	3.1%	3.9%	5.1%	4.7%	6.1%
Applied Health Interest	0.7%	0.5%	0.0%	0.0%	0.0%
APS Undeclared	0.1%	0.0%	0.0%	0.0%	0.0%
Art	1.1%	1.6%	1.5%	1.5%	1.2%
Athletic Training	0.6%	0.5%	1.0%	1.2%	1.0%
Biblical Studies	1.2%	1.4%	2.3%	1.4%	1.3%
Biochemistry	1.3%	1.0%	1.3%	1.4%	1.5%
Biochemistry Interest	0.0%	0.1%	3.9%	0.0%	0.0%
Biology	3.1%	2.9%	0.0%	4.4%	3.3%
Biology Interest	0.2%	0.2%	0.0%	0.0%	0.0%
Business Administration	0.0%	0.0%	0.0%	6.6%	7.6%
Business Management	7.0%	6.2%	8.5%	0.0%	0.0%
Business Management Interest	0.1%	0.2%	0.0%	0.0%	0.0%
Business: Accounting	2.6%	2.3%	3.3%	2.7%	2.1%
Business: Economics	0.4%	0.5%	0.0%	0.6%	0.7%
Business: Finance	1.2%	1.0%	1.1%	1.1%	0.7%
Business: International Business	2.0%	1.7%	1.3%	0.9%	1.7%
Business: Marketing	3.5%	3.0%	2.4%	2.0%	3.1%
Business: Marketing Interest	0.0%	0.1%	0.0%	0.0%	0.0%
Chemistry	0.5%	0.2%	0.4%	0.2%	0.7%
Christian Ministries	1.7%	1.9%	0.7%	1.7%	1.3%
Cinematic Arts	0.7%	0.9%	0.5%	1.9%	2.2%
Cinematic Arts: Production	1.4%	1.1%	1.4%	0.0%	0.0%
Commercial Music	0.5%	0.2%	0.4%	0.0%	0.0%
Communication Studies	5.7%	7.2%	5.6%	5.7%	4.5%
Composition	0.1%	0.1%	0.0%	0.0%	0.0%
Computer Information Systems	0.3%	0.7%	0.5%	0.2%	0.3%
Computer Science	1.4%	0.9%	0.3%	0.9%	0.2%
Criminal Justice	1.1%	0.0%	0.0%	0.0%	0.0%
Economics	0.2%	0.1%	0.6%	0.2%	0.5%
Economics with Concentration	0.1%	0.1%	0.0%	0.0%	0.0%
English	2.2%	3.6%	3.8%	4.4%	4.5%
Global Studies	1.6%	1.3%	1.5%	1.4%	1.8%
Graphic Design	1.3%	1.8%	1.2%	2.9%	1.6%
History	0.5%	1.0%	1.3%	1.7%	1.1%
Journalism	1.3%	1.5%	1.2%	1.0%	0.7%
Liberal Studies	4.7%	5.9%	4.7%	4.2%	5.7%
LVN to BSN Nursing	0.0%	0.2%	0.0%	0.0%	0.0%
Math/Physics	0.0%	0.1%	0.5%	0.2%	0.2%
Mathematics	0.9%	1.4%	1.1%	1.9%	1.6%
Music	1.5%	0.7%	1.8%	3.7%	2.6%
Music and Worship	0.3%	0.7%	0.8%	0.0%	0.0%
Non-Degree Faculty/Staff	0.0%	0.0%	0.0%	0.0%	0.3%
Nursing	8.7%	5.6%	7.5%	9.0%	10.3%
Nursing - High Desert	0.0%	0.6%	0.0%	0.0%	0.0%
Nursing Interest	0.3%	0.0%	0.0%	0.0%	0.0%
Nursing - Pre-Admitted	0.7%	0.6%	0.0%	0.0%	0.0%
Organizational Leadership	0.0%	0.2%	0.0%	0.0%	0.0%
Performance-General Category	0.0%	0.0%	0.1%	0.0%	0.2%

Performance - Cello	0.0%	0.2%	0.0%	0.0%	0.0%
Performance - Piano	0.2%	0.1%	0.0%	0.0%	0.0%
Performance - Viola	0.0%	0.1%	0.0%	0.0%	0.0%
Performance - Voice	0.1%	0.1%	0.0%	0.0%	0.0%
Philosophy	0.3%	0.6%	0.5%	0.5%	0.3%
Physical Education	0.2%	0.1%	0.5%	0.4%	0.0%
Physics	0.8%	0.6%	0.5%	0.4%	0.2%
Political Science	1.9%	2.3%	2.1%	1.6%	2.7%
Pre-Allied Health and Pharmacy	0.0%	0.0%	0.0%	0.1%	0.0%
Pre-Engineering General Category	0.0%	0.0%	0.0%	0.1%	0.1%
Pre-Engineering 2/2	0.1%	0.2%	0.0%	0.0%	0.0%
Pre-Engineering 3/2	0.1%	0.1%	0.0%	0.0%	0.0%
Predental/Premedical	0.0%	0.0%	0.0%	0.0%	0.1%
Psychology	12.1%	12.2%	12.6%	12.5%	10.6%
RN to BS in Nursing	0.0%	0.1%	0.0%	0.0%	0.0%
Screenwriting	0.2%	0.2%	0.3%	0.0%	0.0%
Social Science	0.6%	0.4%	0.5%	0.2%	0.7%
Social Work	3.2%	3.1%	4.2%	4.6%	4.1%
Social Work Interest	0.2%	0.6%	0.0%	0.0%	0.0%
Sociology	2.2%	2.5%	2.5%	2.4%	2.9%
Spanish	0.2%	0.2%	0.5%	0.1%	0.4%
Systems Engineering	0.2%	0.0%	0.0%	0.0%	0.0%
Theater Arts	0.7%	1.2%	1.0%	1.6%	
Theology	0.8%	1.7%	1.0%	0.6%	2.3%
Undeclared	2.5%	2.3%	0.0%	0.0%	0.0%
Visual Art	0.0%	0.0%	0.1%	0.0%	0.0%
Youth Ministry	0.0%	0.0%	1.2%	1.0%	1.6%