



Pacific Oaks College
Student Satisfaction Survey

Field Interviewing: March 14, 2016 to April 10, 2016

Office of Institutional Research | OIR@tcsedsystem.edu | (312) 379 – 1694 | Fall 2016

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Executive Summary

- Respondents, overall, report that their experience with Pacific Oaks College has been positive. Respondents report satisfaction with their overall academic experience and agreement with the following survey items:
 - I made the right choice by enrolling at Pacific Oaks College.
 - I would recommend Pacific Oaks College to friends/ family considering careers in human development, early childhood education, marital & family therapy, or teaching.
 - My overall experience at Pacific Oaks College has met my expectations.
- Respondents identify the following survey items as the most important factors concerning their overall satisfaction with Pacific Oaks College:
 - Learning the most you can from every experience.
 - The value that Pacific Oaks College places on each individual student.
 - Being at a college at a college that shares your vision for society.
- When asked to evaluate their satisfaction with various academic factors, respondents are most satisfied with the intellectual challenge of their coursework and the quality of their academic courses.
- A potential area for improvement at Pacific Oaks College is advising. Respondents tend to report somewhat low levels of satisfaction with survey items related to advising. This trend is consistent among the four campuses: Instructional Site, Off-Site, Online, and Pasadena.
- Respondents from the Off-Site campus report substantially less satisfaction with the availability of technological resources in the classroom than respondents from the Pasadena campus and Instructional Site campus.
- Respondents overwhelmingly report that they are not aware of campus advisory/ emergency action plans.
- Generally, respondents report that Pacific Oaks College has a positive effect on their professional behavior.

Introduction

Pacific Oaks College (PO) is committed to providing quality services to their students. In order to accomplish this, PO asked the Office of Institutional Research (OIR) to conduct a web-based assessment of students' satisfaction with the institution. The purpose of this assessment is to examine the services provided by PO, and based on the information they provide, improve the institution across a wide range of areas.

The 2016 assessment has two main functions:

1. To identify areas in which the administration can improve student needs and create a higher level of student satisfaction.
2. To examine the differences in campuses' satisfaction with their academic experience and student services.

Methodology

To accomplish this, OIR surveyed the entire active student population within PO using a web-based questionnaire that contained a total of 106 survey items. Survey items were in the form of multiple choice questions, Likert response scales, and open-ended questions.

Using a Spring Custom Term Registration Analysis Report¹ for all PO campuses/ Spring 2016 terms from CampusVue, OIR identified 1,256 unique students with an active status² enrolled at one of the four major geographical PO campuses³. The 2016 assessment includes responses from 393 respondents (394 weighted respondents).

In order to increase response rates, OIR first contacted individuals using an introductory email on March 14, 2016 that included an individualized link to the questionnaire. Individuals that had not responded to the survey received a reminder email 7 days later (March 21, 2016) that contained an individualized link to the questionnaire. A second reminder email was sent 7 days later (March 28, 2016) and an additional third and fourth reminder email on April 4, 2016 and April 8, 2016. The total number of contacts attempted by OIR was five, each containing an individualized link to the questionnaire.

The overall response rate for the survey is 31.3 percent (See Table 1) and has a margin of error of ± 4.9 percent.⁴ The Instructional Site campus displays the highest response rate (33.3 percent) followed by the Pasadena campus (33.2 percent), the Online campus (30.7 percent), and the Off-Site campus (24.9 percent).

¹ The Custom Term Registration Analysis Report was created on March 10, 2016.

² Active statuses included in the sample consist of Academic & FA Probation, Academic & FA Warning, Active, Pending Graduate, Pending Probation, and Re-Entry.

³ Respondents from Cerritos Cohort, East Los Angeles College Cohort, HLPUSD Cohort, Human Services Association Cohort, North Hollywood Cohort, Options Head Start Cohort, Orange Coast College Cohort, Proyecto Pastoral Cohort, Santa Ana Cohort, Sunrise Christian Cohort, Van Nuys Cohort, and VOA-North Hollywood Cohort were merged together to create a unique Off-Site campus. Respondents from the Bay Instructional Site consist of the Instructional Site campus and respondents from Pasadena and Online respectively make-up of the Pasadena campus and Online campus.

⁴ Response rate was calculated according to AAPOR guidelines. The margin of error was calculated using the following formula: $E = \frac{Z_{\alpha/2}}{2 * \sqrt{n}}$, $Z_{\alpha/2} = 1.96$ and n is the number of responses in the final sample, 393.

Table 1: Response Rates by Geographic Campus

	Complete Responses	Partial Responses	Total Response	Response Rate
Instructional Site	34	2	36	33.3%
Off-Site	47	1	48	24.9%
Online	95	4	99	30.7%
Pasadena	188	22	210	33.2%
Total	364	29	393	31.3%

Data Source: PO Student Satisfaction Survey, Spring 2016

Analysis

The survey instrument included 106 survey items that assess attitudes of student satisfaction toward PO. The majority of survey items were evaluated using a five-point or four-point Likert scale with survey items asking respondents to report their level of satisfaction, agreement, interest, importance, and preparedness with the provided items.

In order to better examine how assessment might vary by campus, OIR conducted a series of analyses of variance (ANOVAS)⁵ at the 95.0 percent confidence level on a total of six themes⁶. To ensure statistical reliability, OIR did not conduct any statistical analyses when the number of respondents within a campus is 20 or less (e.g., an ANOVA would not be conducted on a survey item if there are only 20 survey responses from the Off-Site campus).

Further analysis was conducted on survey items that report a significant difference at the 95.0 percent confidence level. Specifically, a Tukey post hoc test was conducted to determine where significant differences exist between campuses. For example, an ANOVA might reveal that campuses evaluate survey items differently; however, without a post hoc test, determining which campus(es) are different from one another is not possible. Each subsequent section provides a detailed analysis of survey items with significant results at the 95.0 percent confidence level while descriptive statistics are provided for all non-significant survey items.

Demographics

The corresponding table (Table 2) compares three groups: the Spring 2016 unduplicated student population of PO⁷, the unweighted assessment sample, and the sample used in this assessment, the weighted assessment sample. The unweighted assessment sample varies from the PO population in a few noteworthy ways.

⁵ An ANOVA is a set of statistical models used to analyze a variable among and between groups to determine if the means of several groups are equal.

⁶ Themes included overall satisfaction, academic factors, student services & resources, communication & safety, professional behavior, and new student orientation.

⁷ Descriptive statistics for the Spring 2016 student population can be found in the Spring 2016 Census Report which provides an unduplicated count of all actively registered students from the three Spring 2016 terms.

When compared to the population, the Off-Site and Pasadena campuses in the unweighted assessment sample are slightly overrepresented (Off-Site: 15.2 percent compared to 12.2 percent; Pasadena: 50.1 percent compared to 53.4 percent). Additionally, Hispanic or Latino(a) respondents are overrepresented in the unweighted assessment sample (21.9 percent compared to 28.2 percent) and respondents who identify as White are underrepresented (50.1 percent compared to 45.3 percent). Ideally, an assessment sample is representative of the population and is within the survey’s margin of error, ± 4.9 percent. Thus, researchers at OIR made the decision to apply post-stratification weights⁸ to the survey data based on three criteria: a survey respondent’s campus, gender, and race/ ethnicity.

Table 2: Representativeness of the Assessment Sample

	Spring 2016 Census Report	Spring 2016 Unweighted Assessment Sample	Spring 2016 Weighted Assessment Sample
	(1,273)	(393)	(394)
Campus			
Instructional Site	8.6%	9.2%	8.3%
Off-Site	15.2%	12.2%	16.2%
Online	26.2%	25.2%	25.0%
Pasadena	50.1%	53.4%	50.5%
Gender			
Female	91.2%	91.9%	91.4%
Male	8.7%	8.1%	8.6%
Race/ Ethnicity			
Hispanic or Latino(a)	21.9%	28.2%	21.6%
Black or African American	12.9%	11.5%	12.7%
White	50.1%	45.3%	50.8%
Other	15.1%	15.0%	14.9%

Data Sources: PO Student Satisfaction Survey, Spring 2016 and TCSES Affiliate SP16 Semester Census

The resulting weighted assessment sample is extremely representative of the PO population. The biggest discrepancy between the PO population and the weighted assessment sample is among Online respondents (a difference of 1.2 percent). However, this is well within the survey’s margin of error.

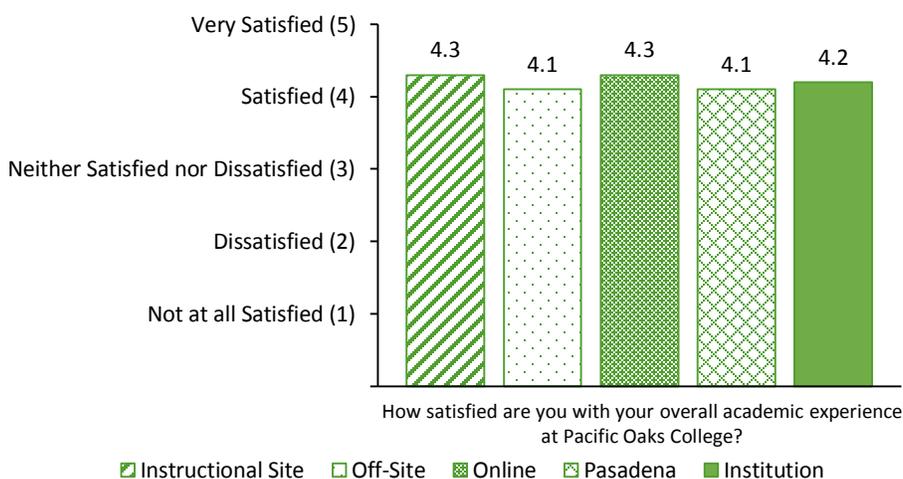
⁸ Post-stratification weighting is one technique used to ensure that the sample more accurately reflects the characteristics of the population. This is done by adjusting the magnitude of a survey respondent’s responses based on characteristics of the population and sample. Please note that post-stratification weights do not change the actual responses to survey items.

Overall Satisfaction

Respondents were asked to evaluate up to 19 survey items that assess their general satisfaction with PO. One survey item was measured using a five-point Satisfaction Scale (*Not at all Satisfied (1), Dissatisfied (2), Neither Satisfied nor Dissatisfied (3), Satisfied (4), Very Satisfied (5)*); four survey items were evaluated using a five-point Agreement Scale (*Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), Strongly Agree (5)*), and 12 survey items were evaluated using a five-point Importance Scale (*Not at all Important (1), Unimportant (2), Neither Important nor Unimportant (3), Important (4), Very Important (5)*) where more positive values indicate higher levels of satisfaction, agreement, or importance. The final survey items were evaluated using open-ended questions.

How satisfied are you with your OVERALL academic experience at Pacific Oaks College? When asked to evaluate their satisfaction with their overall academic experience at PO, respondents report being satisfied, with the overall average response ranging from *Satisfied* to *Very Satisfied* (See Figure 1; Institution: $\bar{X} = 4.2$). Respondents from the Instructional Site ($\bar{X} = 4.3$) and Online ($\bar{X} = 4.3$) campuses report slightly more satisfaction than respondents from the Off-Site ($\bar{X} = 4.1$) and Pasadena ($\bar{X} = 4.1$) campuses. However, any differences that exist among the campuses are statistically insignificant, $F(3, 384) = 0.6$.

Figure 1: Satisfaction with Overall Academic Experience



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

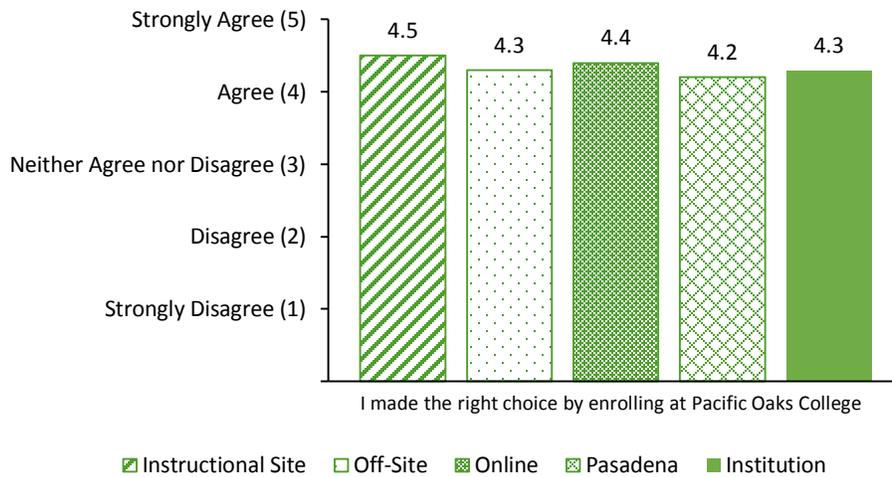
I made the right choice by enrolling at Pacific Oaks College. Overall, respondents report a high level of agreement with the statement, *I made the right choice by enrolling at Pacific Oaks College*. The overall average response ranges from *Agree* to *Strongly Agree* (See Figure 2; Institution: $\bar{X} = 4.3$). Respondents from the Instructional Site ($\bar{X} = 4.5$) campus report the highest level of agreement, followed by respondents from the

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Online ($\bar{x} = 4.4$), Off-Site ($\bar{x} = 4.3$), and Pasadena ($\bar{x} = 4.2$) campuses. However, any differences that exist among the campuses are indistinguishable, $F(3, 389) = 1.2$.

Figure 2: Made Right Choice by Enrolling



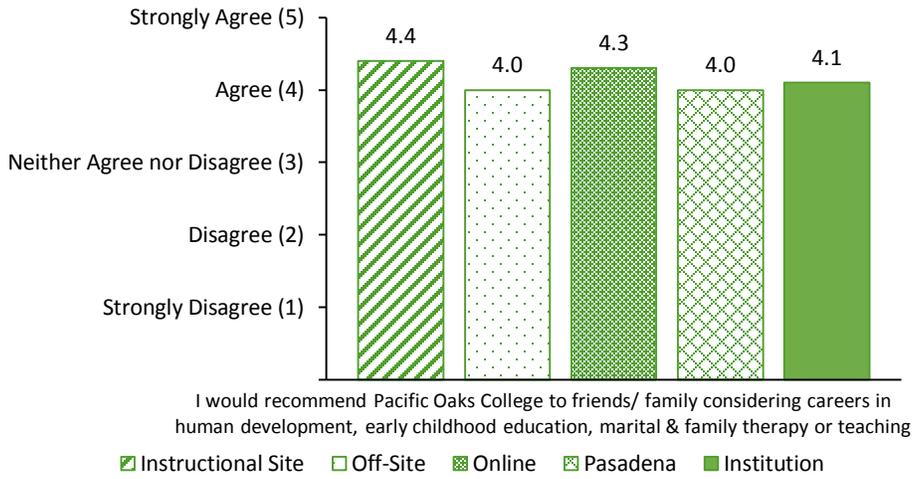
Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

I would recommend Pacific Oaks College to friends/ family considering careers in human development, early childhood education, marital & family therapy, or teaching. Overall, respondents report agreement with the statement, *I would recommend Pacific Oaks College to friends/ family considering careers in human development, early childhood education, marital & family therapy, or teaching*. Overall, the average response ranges from *Agree* to *Strongly Agree* (See Figure 3; $\bar{x} = 4.1$). Respondents from the Instructional Site ($\bar{x} = 4.4$) campus report the highest level of agreement, followed by respondents from the Online ($\bar{x} = 4.3$), Off-Site ($\bar{x} = 4.0$), and Pasadena ($\bar{x} = 4.0$) campuses. However, any differences that exist among the campuses are trivial, $F(3, 389) = 1.8$.

My overall experience at Pacific Oaks College has met my expectations. On average, respondents report some agreement with the statement, *My overall experience at Pacific Oaks College has met my expectations*. The overall average response ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 4; Institution: $\bar{x} = 3.9$). Respondents from the Instructional Site ($\bar{x} = 4.1$) and Online ($\bar{x} = 4.1$) campuses report the highest level of agreement, with an average response ranging from *Agree* to *Strongly Agree*. Respondents from the Off-Site ($\bar{x} = 3.9$) and Pasadena campuses ($\bar{x} = 3.8$) report slightly less agreement, with average responses ranging from *Neither Agree nor Disagree* to *Agree*. However, any differences that exist among the campuses are non-significant, $F(3, 388) = 1.7$.

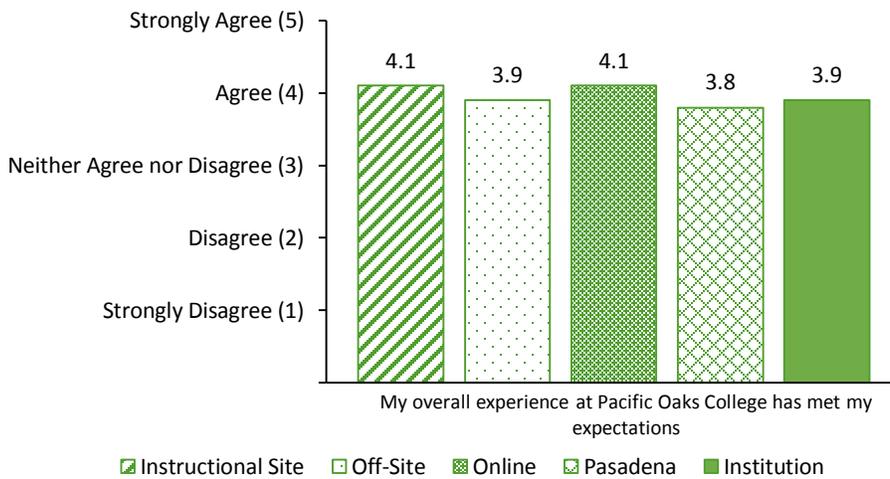
Figure 3: Endorsement of PO to Friends and Family



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Figure 4: Experience Met Expectations



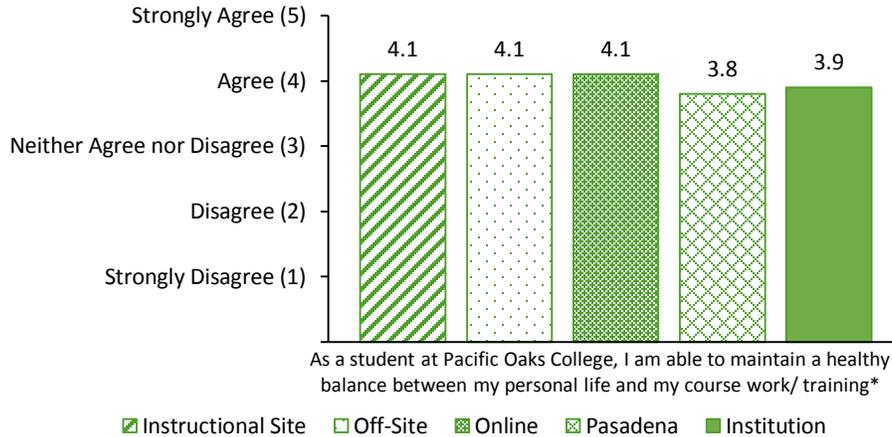
Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

As a student of Pacific Oaks College, I am able to maintain a healthy balance between my personal life and my course work/ training. On average, respondents agree that they are able to maintain a healthy balance between their personal life and their course work/ training. The average response ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 5; $\bar{X} = 3.9$). Respondents from the Pasadena campus ($\bar{X} = 3.8$) report lower levels of agreement than respondents from the Instructional Site ($\bar{X} = 4.1$), Off-Site ($\bar{X} = 4.1$), and Online ($\bar{X} = 4.1$)

campuses. A one-way ANOVA suggests that significant differences exist among the four PO campuses, $F(3, 389) = 2.9$; However, further analysis through a Tukey post hoc test finds that no such differences exist.

Figure 5: I Am Able to Maintain a Healthy Balance between Personal Life and Work/ Training

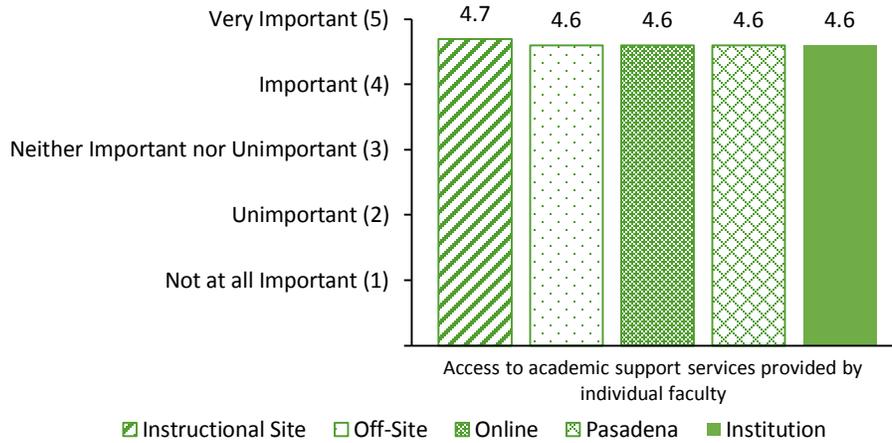


Note: *p-value ≤ 0.05
 Data Source: PO Student Satisfaction Survey, Spring 2016

Access to academic support services provided by individual faculty. On average, respondents report that access to academic support services provided by individual faculty is highly important to their overall satisfaction with PO. Responses tend to range from *Important* to *Very Important* (See Figure 6; Institution: $\bar{X} = 4.6$). While average responses to this item are consistent across the Off-Site ($\bar{X} = 4.6$), Online ($\bar{X} = 4.6$), and Pasadena ($\bar{X} = 4.6$) campuses, respondents at the Instructional Site report a slightly higher average level of importance ($\bar{X} = 4.7$). However, this difference is trivial, $F(3, 386) = 0.1$.

Access to academic support services provided by the Library. On average, respondents report that access to academic support services provided by the Library is important to their overall satisfaction with PO. The overall average response ranges from *Important* to *Very Important* (See Figure 7; Institution: $\bar{X} = 4.4$). Respondents from the Off-Site ($\bar{X} = 4.5$) and Pasadena ($\bar{X} = 4.5$) campuses report the highest levels of importance, followed by the Online ($\bar{X} = 4.3$) and Instructional Site ($\bar{X} = 4.0$) campuses. A one-way ANOVA finds that significant differences exist among the four PO campuses, $F(3, 386) = 5.1$. Further, a Tukey post hoc tests reveals that respondents from both the Off-Site ($\bar{X} = 4.5$) and Pasadena ($\bar{X} = 4.5$) campuses attribute significantly higher levels of importance to this item than do respondents from the Instructional Site ($\bar{X} = 4.0$) campus.

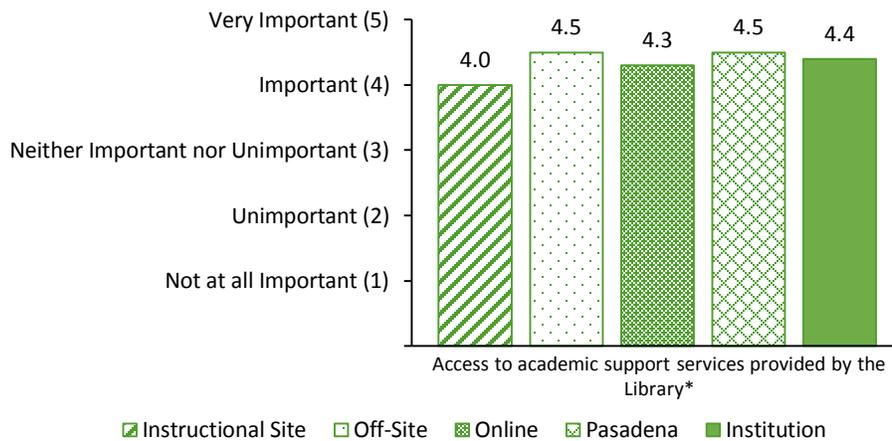
Figure 6: Access to Academic Support Services Provided by Individual Faculty



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Figure 7: Access to Academic Support Services Provided by the Library



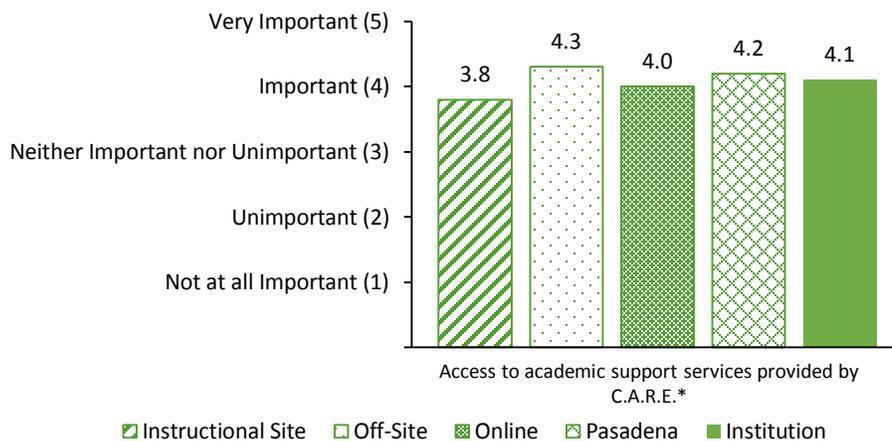
Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Access to academic support services provided by C.A.R.E. On average, respondents report that access to academic support services provided by C.A.R.E. is important to their overall satisfaction with Pacific Oaks. The overall average response ranges from *Important* to *Very Important* (See Figure 8; Institution: $\bar{X} = 4.1$). Respondents from the Off-Site ($\bar{X} = 4.3$) campus report the highest levels of importance, followed by respondents from the Pasadena ($\bar{X} = 4.2$) and Online ($\bar{X} = 4.0$) campuses. The respondents from the Instructional Site ($\bar{X} = 3.8$) campus report the lowest level of importance, with the average response ranging from *Neither*

Important nor Unimportant to Important. A one-way ANOVA reveals that significant differences exist among the four PO campuses, $F(3, 385) = 5.3$. Specifically, a Tukey post hoc test finds that respondents from both the Off-Site ($\bar{X} = 4.3$) and Pasadena ($\bar{X} = 4.2$) campuses attribute significantly higher levels of importance to this item than do respondents from the Instructional Site ($\bar{X} = 3.8$). Further, the same Tukey post hoc test finds that respondents from the Off-Site ($\bar{X} = 4.3$) campus attribute significantly higher levels of importance to this item than do respondents from the Online ($\bar{X} = 4.0$) campus.

Figure 8: Access to Academic Support Services Provided by C.A.R.E.

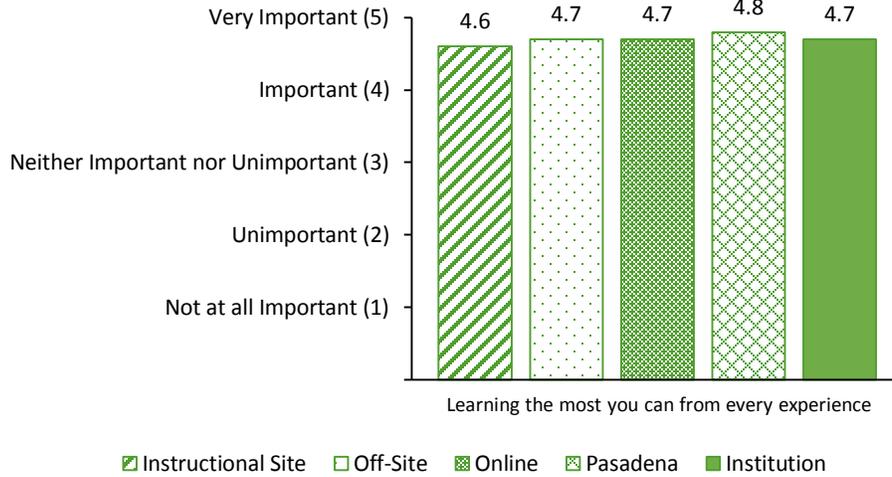


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Learning the most you can from every experience. On average, respondents report that learning the most that they can from every experience is very important to their overall satisfaction with Pacific Oaks. The overall average response ranges from *Important* to *Very Important* (See Figure 9; Institution: $\bar{X} = 4.7$). Respondents from the Pasadena ($\bar{X} = 4.8$) campus report the highest level of importance, followed by respondents from the Off-Site ($\bar{X} = 4.7$) and Online ($\bar{X} = 4.7$) campuses. Respondents from the Instructional Site ($\bar{X} = 4.6$) campus report the lowest levels of importance regarding this item. Any differences that exist among the campuses are statistically insignificant, $F(3, 384) = 1.4$.

Figure 9: Learning Most from Every Experience



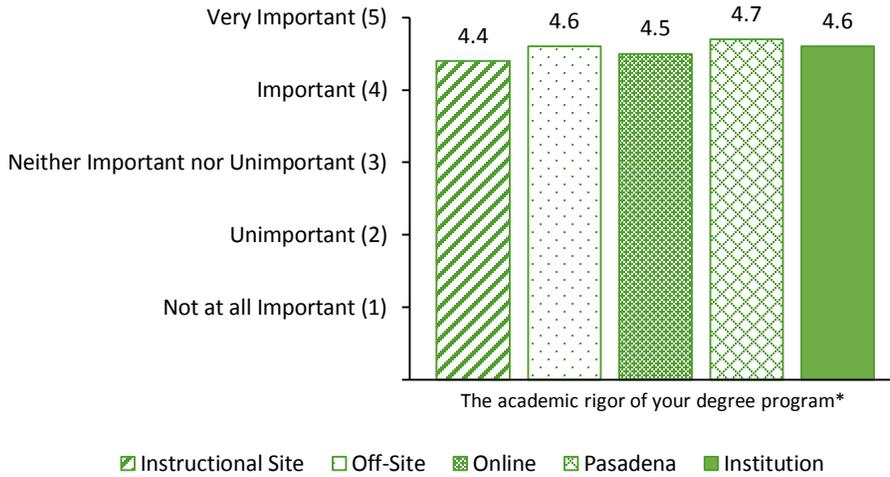
Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

The academic rigor of your degree program. On average, respondents report that the academic rigor of their degree program is highly important to their overall satisfaction with Pacific Oaks, with the overall average response ranging from *Important* to *Very Important* (See Figure 10; Institution: $\bar{X} = 4.6$). Respondents from the Pasadena ($\bar{X} = 4.7$) campus report the highest level of importance, followed by respondents from the Off-Site ($\bar{X} = 4.6$) and Online ($\bar{X} = 4.5$) campuses. Respondents from the Instructional Site ($\bar{X} = 4.4$) campus report the lowest levels of importance. A one-way ANOVA finds that significant differences exist among the four PO campuses, $F(3, 384) = 3.4$. Further, a Tukey post hoc test finds that respondents from the Pasadena ($\bar{X} = 4.7$) campus attribute significantly higher levels of importance to the academic rigor of their degree program than do the respondents from the Instructional Site ($\bar{X} = 4.4$).

The value that PO places on each individual student. On average, respondents report that the value that PO places on each individual student is highly important to their overall satisfaction with Pacific Oaks, with the overall average response ranging from *Important* to *Very Important* (See Figure 11; Institution $\bar{X} = 4.7$). While average responses to this item are consistent across the Off-Site ($\bar{X} = 4.7$), Online ($\bar{X} = 4.7$), and Pasadena ($\bar{X} = 4.7$) campuses, respondents from the Instructional Site report a slightly lower average level of importance ($\bar{X} = 4.6$). However, this difference has no effect on how respondents evaluate this survey item, $F(3, 385) = 0.7$.

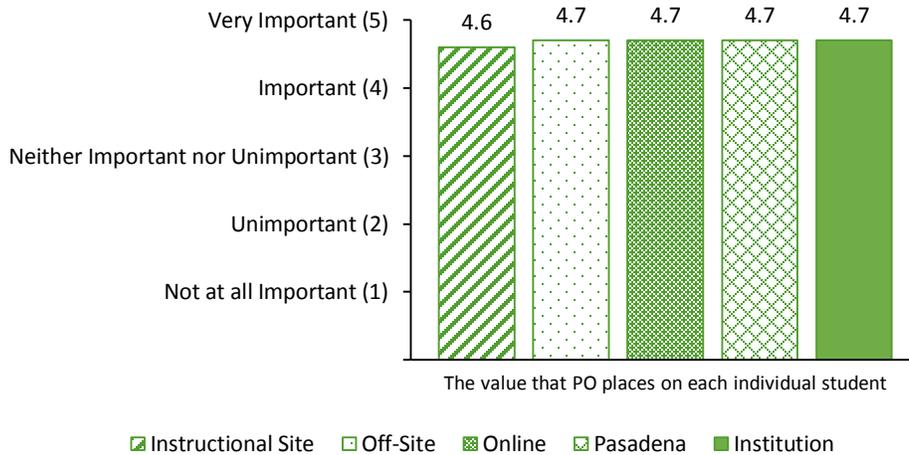
Figure 10: The Academic Rigor of Degree Program



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Figure 11: The Value that PO Places on Each Individual Student



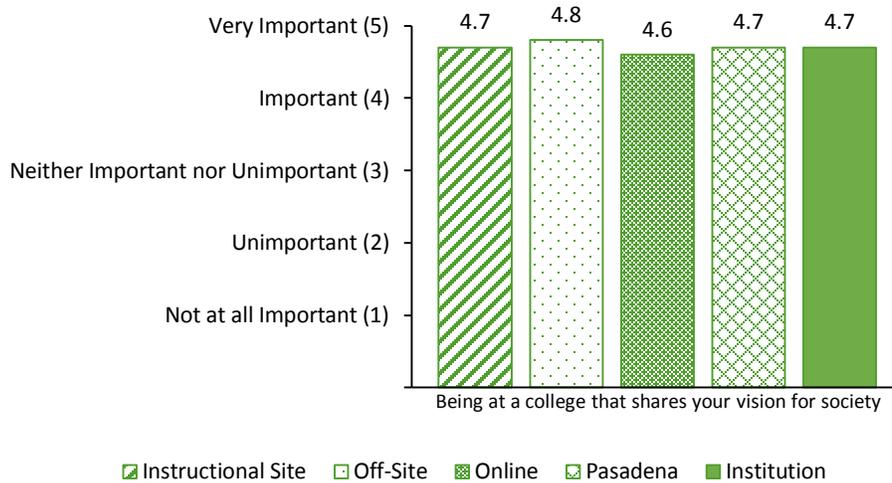
Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Being at a college that shares your vision for society. On average, respondents report that being at a college that shares their vision for society is highly important to their overall satisfaction with Pacific Oaks, with the overall average response ranging from *Important* to *Very Important* (See Figure 12; Institution: $\bar{X} = 4.7$). Respondents from the Off-Site ($\bar{X} = 4.8$) campus report the highest level of importance, followed by respondents from the Instructional Site ($\bar{X} = 4.7$) and Pasadena ($\bar{X} = 4.7$) campuses. Respondents from the Online ($\bar{X} = 4.6$)

campus report the lowest levels of importance for this item. Any differences that exist among the campuses are statistically indistinguishable, $F(3, 388) = 1.0$.

Figure 12: Being at a College that Shares Vision for Society



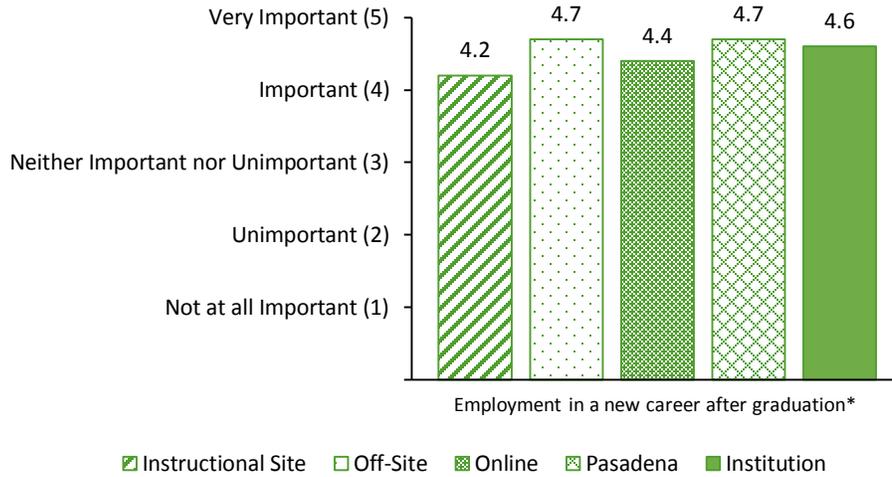
Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Employment in a new career after graduation. On average, respondents report that employment in a new career after graduation is highly important to their overall satisfaction with Pacific Oaks, with the overall average response ranging from *Important* to *Very Important* (See Figure 13; Institution: $\bar{X} = 4.6$). Respondents from the Off-Site ($\bar{X} = 4.7$) and Pasadena ($\bar{X} = 4.7$) campuses report the highest level of importance, followed by respondents from the Online ($\bar{X} = 4.4$) campus. Respondents from the Instructional Site ($\bar{X} = 4.4$) campus report the lowest level of importance. A one-way ANOVA finds that significant differences exist among the four PO campuses, $F(3, 383) = 6.4$. Specifically, a Tukey post hoc test reveals that respondents from the Off-Site ($\bar{X} = 4.7$) and Pasadena ($\bar{X} = 4.7$) campuses attribute significantly higher levels of importance to this item than do respondents from Instructional Site ($\bar{X} = 4.2$) campus. Further, the same Tukey post hoc test reveals that respondents from the Pasadena ($\bar{X} = 4.7$) campus attribute significantly higher levels of importance to this item than do respondents from the Online ($\bar{X} = 4.4$) campus.

Advancement in your current employment. On average, respondents report that advancement in their current employment is highly important to their overall satisfaction with Pacific Oaks, with the average response ranging from *Important* to *Very Important* (See Figure 14; $\bar{X} = 4.6$). Respondents from the Off-Site ($\bar{X} = 4.8$) campus report the highest level of importance, followed by respondents from the Online ($\bar{X} = 4.6$) campus. Average importance levels are consistent across the Instructional Site ($\bar{X} = 4.5$) and Pasadena ($\bar{X} = 4.5$) campuses. A one-way ANOVA reveals that significant differences exist among the four PO campuses, $F(3, 382) = 3.3$. Specifically, a Tukey post hoc test finds that respondents from the Off-Site ($\bar{X} = 4.8$) campus attribute significantly higher levels of importance to this survey item than do respondents from the Pasadena ($\bar{X} = 4.5$) campus. No other significant differences exist among the four campuses.

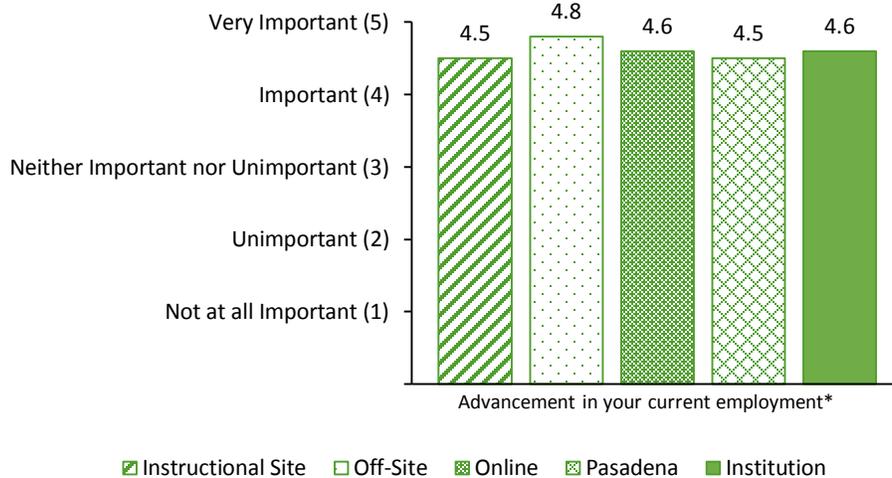
Figure 13: Employment in a New Career After Graduation



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Figure 14: Advancement in Current Employment



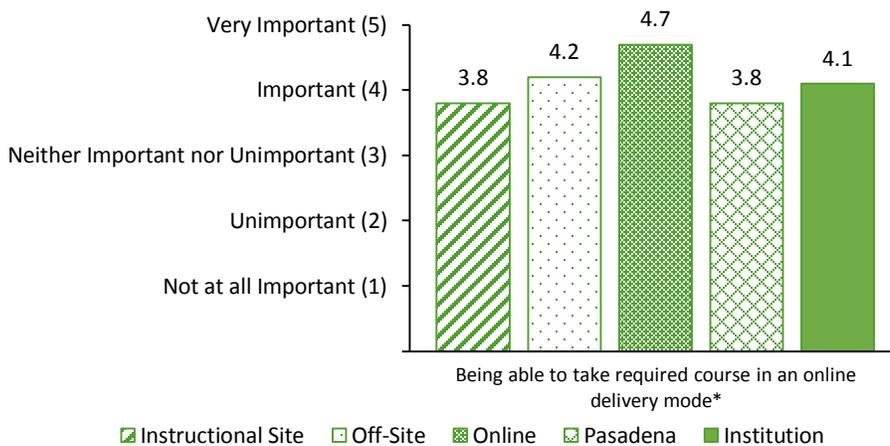
Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Being able to take required courses in an online delivery mode. On average, respondents report that being able to take required courses in an online delivery mode is important to their overall satisfaction with Pacific Oaks, with the overall average response ranging from *Important* to *Very Important* (See Figure 15; Institution: $\bar{X} = 4.1$). Respondents from the Online ($\bar{X} = 4.7$) and Off-Site ($\bar{X} = 4.2$) campuses both report average responses that range from *Important* to *Very Important*, while the Instructional Site ($\bar{X} = 3.8$) and Pasadena ($\bar{X} = 3.8$) campuses report average responses that range from *Neither Important nor Unimportant* to *Important*. A one-way ANOVA finds

that significant differences exist among the four PO campuses, $F(3, 385) = 16.5$. Specifically, a Tukey post hoc test reveals that respondents from the Online ($\bar{X} = 4.7$) campus attribute significantly higher levels of importance to this survey item than do respondents from the Instructional Site ($\bar{X} = 3.8$), Off-Site ($\bar{X} = 4.2$), and Pasadena ($\bar{X} = 3.8$) campuses.

Figure 15: Being Able to Take Required Courses in an Online Delivery Mode



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

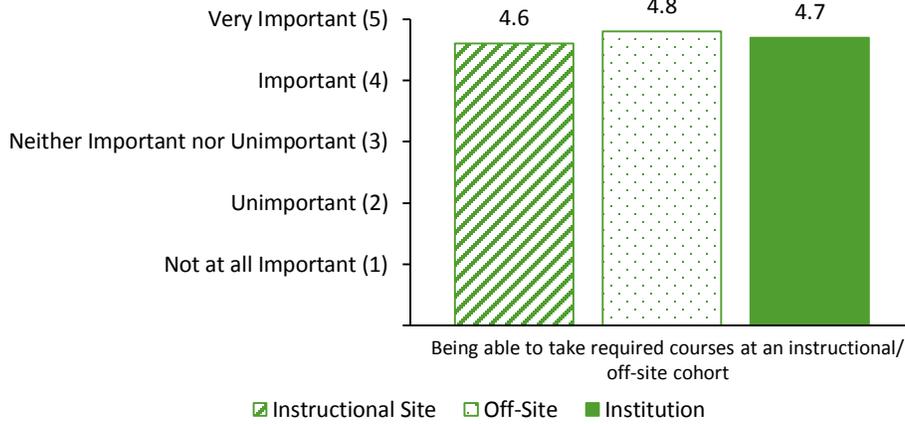
Being able to take required courses at an instructional/ off-site cohort.⁹ On average, respondents report that being able to take required courses at an instructional/off-site cohort is highly important to their overall satisfaction with Pacific Oaks, with an overall average response ranging from *Important* to *Very Important* (See Figure 16; Institution: $\bar{X} = 4.7$). Respondents from the Off-Site ($\bar{X} = 4.8$) campus report higher levels of importance when compared to the Instructional Site ($\bar{X} = 4.6$) campus. However, any differences that exist among the campuses are statistically insignificant, $F(1, 94) = 1.7$.

Having face to face contact with Financial Aid counselors.¹⁰ On average, respondents report that having face to face contact with Financial Aid counselors is important to their overall satisfaction with PO, with an overall average response ranging from *Important* to *Very Important* (See Figure 17; Institution: $\bar{X} = 4.3$). Respondents from the Off-Site ($\bar{X} = 4.5$) campus report higher levels of importance when compared to respondents from the Instructional Site ($\bar{X} = 4.0$) campus. This is further supported by a one-way ANOVA that finds the observed difference between the Off-Site ($\bar{X} = 4.5$) and Instructional Site campuses ($\bar{X} = 4.0$) is statistically significant ($F(1, 94) = 5.0$).

⁹ Only respondents from the Instructional Site and Off-Site campuses were asked to evaluate this survey item.

¹⁰ Only respondents from the Instructional Site and Off-Site campuses were asked to evaluate this survey item.

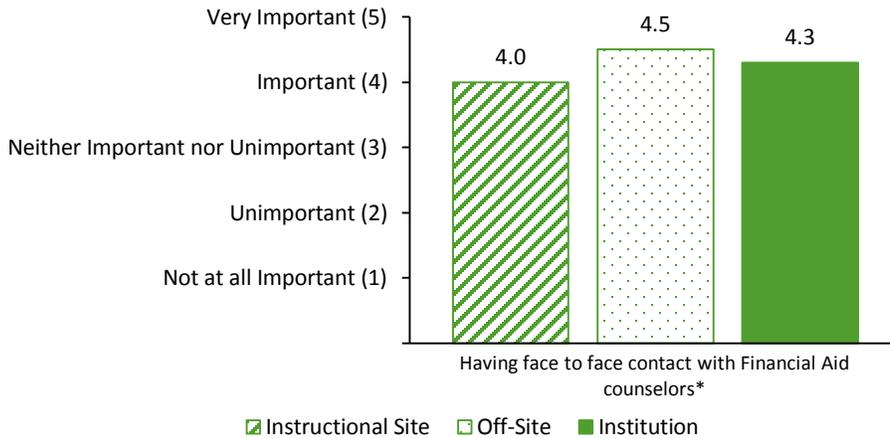
Figure 16: Being Able to Take Required Courses at an Instructional/ Off-site Cohort



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Figure 17: Having Face to Face Contact with Financial Aid Counselors



Note: *p-value ≤ 0.05

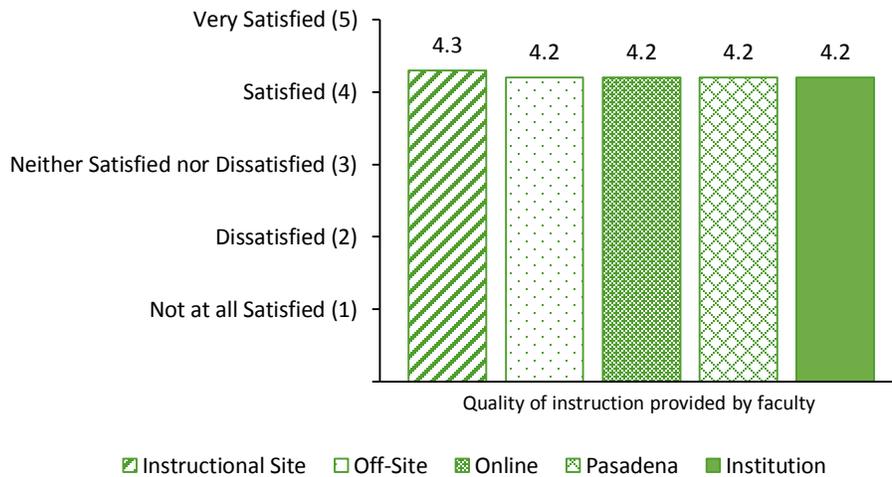
Data Source: PO Student Satisfaction Survey, Spring 2016

Academic Factors

Respondents were asked to evaluate 23 survey items that related to their experience with academic factors at PO. Seventeen survey items were evaluated on a 5-point Satisfaction Scale (*Not at all Satisfied (1), Dissatisfied (2), Neither Satisfied nor Dissatisfied (3), Satisfied (4), Very Satisfied (5)*); 6 survey items were evaluated on a 5-point Agreement Scale (*Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), Strongly Agree (5)*).

Quality of instruction provided by faculty. Overall, respondents from PO report satisfaction with the quality of instruction provided by the faculty, with an average response ranging between *Satisfied* and *Very Satisfied* (See Figure 18; Institution: $\bar{X} = 4.2$). Respondents from the Instructional Site ($\bar{X} = 4.3$) campus report the highest level of satisfaction, while average responses remain consistent across the Off-Site ($\bar{X} = 4.2$), Online ($\bar{X} = 4.2$) and Pasadena ($\bar{X} = 4.2$) campuses. Any differences that exist among the campuses are statistically indistinguishable $F(3, 379) = 0.1$.

Figure 18: Quality of Instruction Provided by Faculty

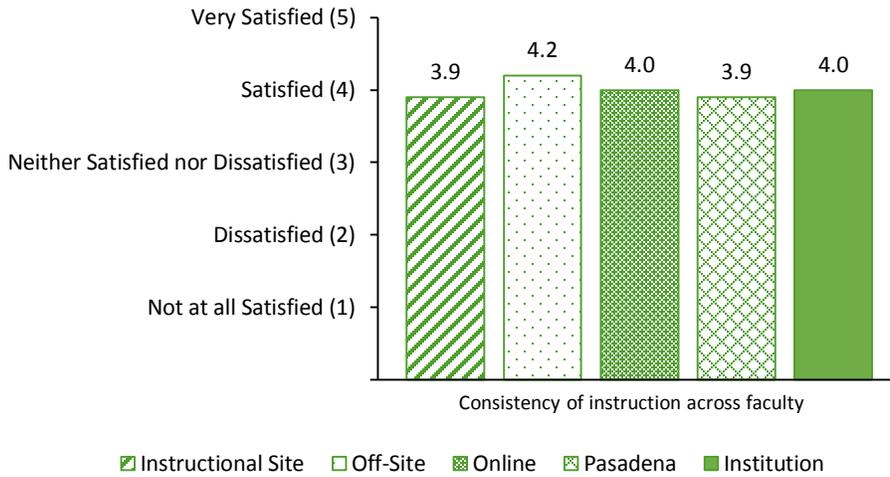


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Consistency of instruction across faculty. On average, PO respondents report being satisfied with the consistency of instruction across faculty (See Figure 19; Institution: $\bar{X} = 4.0$). Respondents from the Off-Site ($\bar{X} = 4.2$) campus report the highest level of satisfaction, followed by respondents from the Online ($\bar{X} = 4.0$), Instructional Site ($\bar{X} = 3.9$) and Pasadena ($\bar{X} = 3.9$) campuses. Any differences that exist among the campuses are statistically insignificant, $F(3, 379) = 1.4$.

Figure 19: Consistency of Instruction Across Faculty

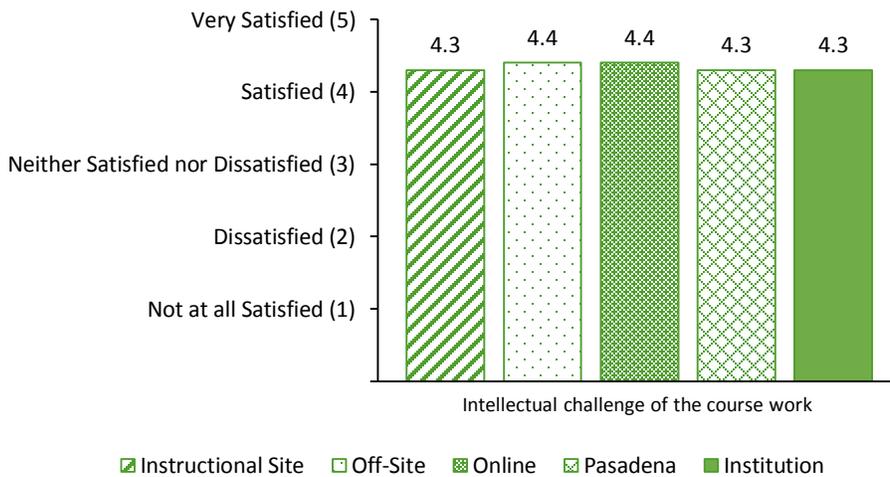


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Intellectual challenge of the course work. On average, respondents report being satisfied with the intellectual challenge of the course work at PO, with the average response ranging from *Satisfied* to *Very Satisfied* (See Figure 20; Institution: $\bar{X} = 4.3$). Respondents from the Off-Site ($\bar{X} = 4.4$) and Online ($\bar{X} = 4.4$) campuses report slightly higher levels of satisfaction than respondents from the Instructional Site ($\bar{X} = 4.3$) and Pasadena ($\bar{X} = 4.3$) campuses. However, these differences are statistically trivial, $F(3, 378) = 0.5$.

Figure 20: Intellectual Challenge of the Course Work

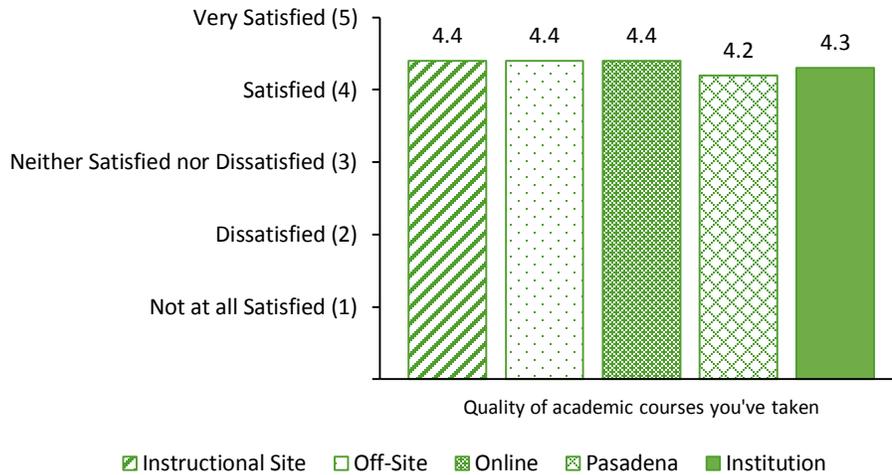


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Quality of academic courses you've taken. On average, respondents report being satisfied with the quality of academic courses that they have taken at PO, with the average response ranging from *Satisfied* to *Very Satisfied* (See Figure 21; Institution: $\bar{X} = 4.3$). Average satisfaction levels remain consistent across three campuses: the Instructional Site ($\bar{X} = 4.4$), Off-Site ($\bar{X} = 4.4$), and Online ($\bar{X} = 4.4$) campuses, while respondents from the Pasadena ($\bar{X} = 4.2$) campus report a slightly lower level of satisfaction. However, any differences that exist among the campuses are statistically insignificant, $F(3, 379) = 1.5$.

Figure 21: Quality of Academic Courses Taken

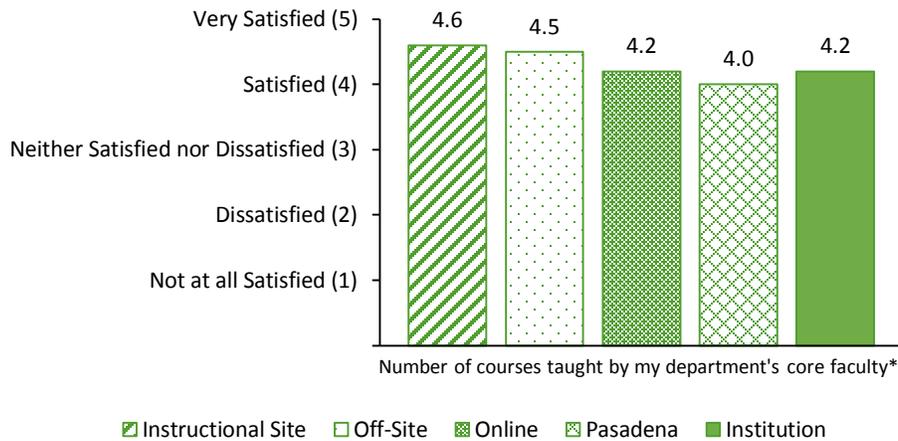


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Number of courses taught by my department's core faculty. Overall, respondents report being satisfied with the number of courses taught by their department's core faculty, with the average response ranging from *Satisfied* to *Very Satisfied* (See Figure 22; Institution: $\bar{X} = 4.2$). Respondents from the Instructional Site ($\bar{X} = 4.6$) campus report the highest level of satisfaction, followed by the Off-Site ($\bar{X} = 4.5$), Online ($\bar{X} = 4.2$), and Pasadena ($\bar{X} = 4.0$) campuses. A one-way ANOVA finds that significant differences exist among the four PO campuses, $F(3, 379) = 5.6$. Specifically, a Tukey post hoc test reveals that respondents from both the Instructional Site ($\bar{X} = 4.6$) and Off-Site ($\bar{X} = 4.5$) campuses report significantly higher levels of satisfaction regarding this survey item than do respondents from the Pasadena ($\bar{X} = 4.0$) campus.

Figure 22: Number of Courses taught by Department's Core Faculty



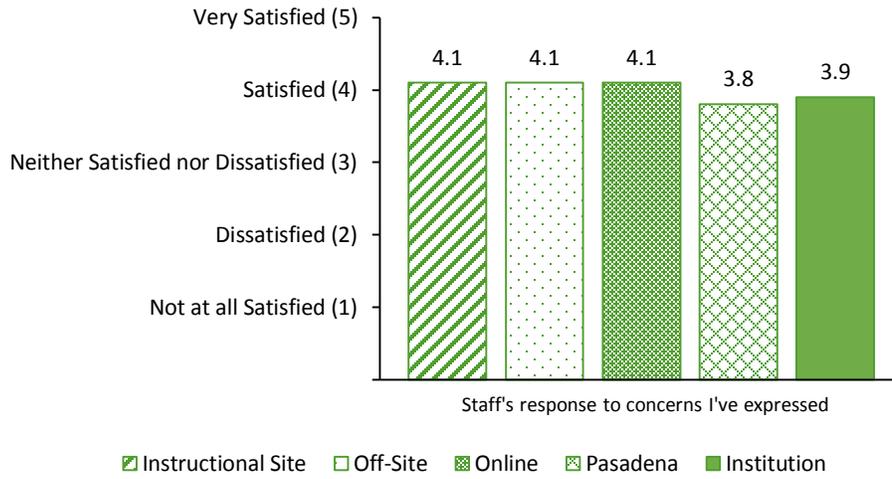
Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Staff's response to concerns I've expressed. On average, respondents report being somewhat satisfied with the PO staff's response to concerns expressed by respondents. Overall, the average response ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Figure 23; Institution: $\bar{X} = 3.9$). Responses are consistent across the Instructional Site ($\bar{X} = 4.1$), Off-Site ($\bar{X} = 4.1$), and Online ($\bar{X} = 4.1$) campuses, with the average response for these three campuses ranging from *Satisfied* to *Very Satisfied*. However, the Pasadena campus ($\bar{X} = 3.8$) reports a lower level of satisfaction, with the average response ranging from *Neither Satisfied nor Dissatisfied* to *Satisfied*. Despite this difference, no significant differences exist among the four campuses, $F(3, 379) = 1.8$.

Overall experience of the practicum process. On average, respondents report satisfaction with the overall experience of the practicum process at PO. On average, responses range from *Satisfied* to *Very Satisfied* (See Figure 24; Institution: $\bar{X} = 4.4$). Respondents from the Instructional Site ($\bar{X} = 4.5$) campus report the highest level of satisfaction, followed by respondents from the Off-Site ($\bar{X} = 4.4$), Online ($\bar{X} = 4.4$), and Pasadena ($\bar{X} = 4.3$) campuses. Any differences that exist among the campuses are statistically insignificant, $F(3, 378) = 0.4$.

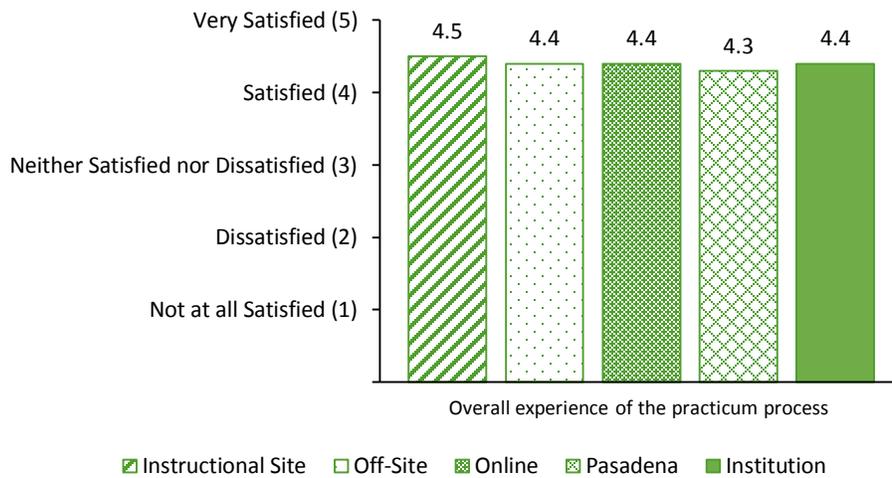
Figure 23: Staff's Response to Concerns Expressed



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Figure 24: Overall Experience of the Practicum Process



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Overall quality of my academic program. On average, respondents report satisfaction with the overall quality of their academic programs, with the overall average response ranging from *Satisfied* to *Very Satisfied* (See Figure 25; Institution: $\bar{X} = 4.3$). Respondents from the Online ($\bar{X} = 4.3$) campus report the highest level of satisfaction, while average levels of satisfaction are consistent among the Instructional Site ($\bar{X} = 4.2$), Off-Site ($\bar{X} = 4.2$), and Pasadena ($\bar{X} = 4.2$) campuses. Any differences that exist among the campuses are statistically insignificant, $F(3, 379) = 0.3$.

Figure 25: Overall Quality of Academic Program



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Support received from the Financial Aid Office. On average, respondents report being satisfied with the support received from the Financial Aid Office at PO, with the overall average response ranging from *Satisfied* to *Very Satisfied* (See Figure 26; Institution: $\bar{X} = 4.3$). Respondents from the Instructional Site ($\bar{X} = 4.4$) report the highest levels of satisfaction, followed by the Off-Site ($\bar{X} = 4.3$), Pasadena ($\bar{X} = 4.3$), and Online ($\bar{X} = 4.2$) campuses. Overall, campuses report extremely consistent levels of satisfaction, $F(3, 379) = 0.2$.

Figure 26: Support Received from the Financial Aid Office



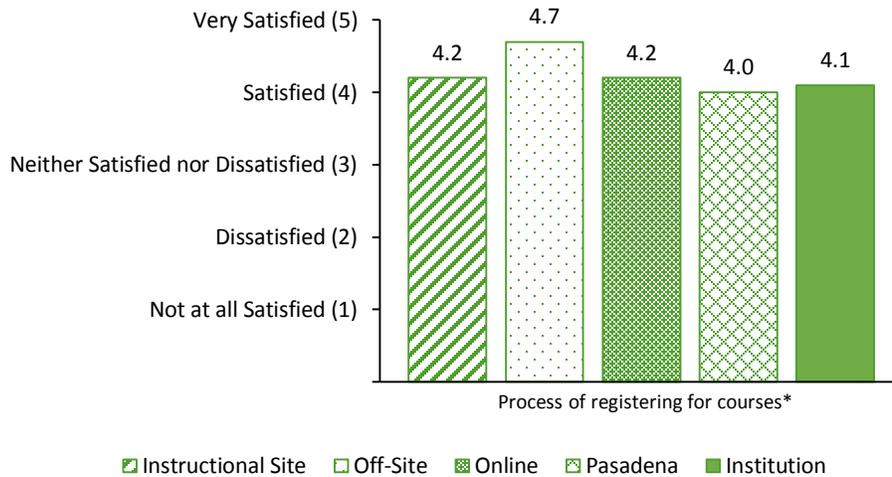
Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Process of registering for courses. On average, respondents report satisfaction with the process of registering for courses. The overall average response ranges from *Satisfied* to *Very Satisfied* (See Figure 27; Institution $\bar{X} = 4.1$). Respondents from the Off-Site ($\bar{X} = 4.7$) campus report the highest level of satisfaction, followed by the Instructional Site ($\bar{X} = 4.2$), Online ($\bar{X} = 4.2$), and Pasadena ($\bar{X} = 4.0$) campuses. A one-way ANOVA finds that

significant differences exist among the four PO campuses, $F(3, 378) = 6.5$. Specifically, a Tukey post hoc test reveals that respondents from the Off-Site ($\bar{X} = 4.7$) campus report significantly higher levels of satisfaction regarding this survey item than do respondents from the Online ($\bar{X} = 4.2$) and Pasadena ($\bar{X} = 4.0$) campuses. However, no other significant differences exist.

Figure 27: Process of Registering for Courses

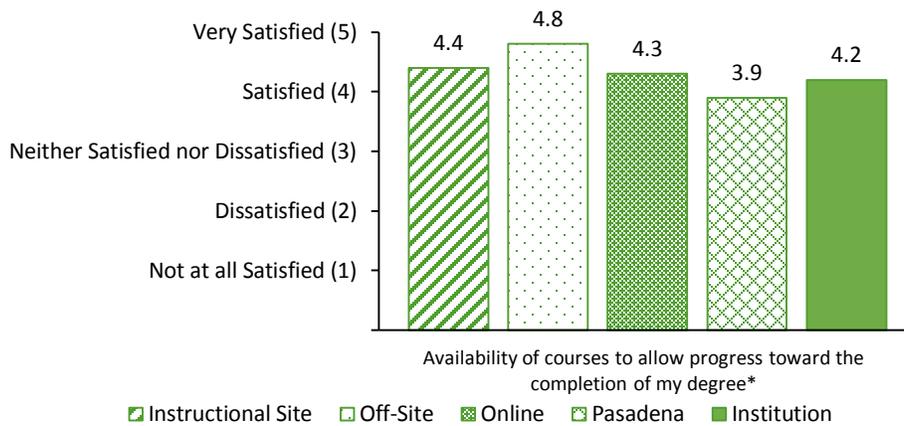


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Availability of courses to allow progress toward the completion of my degree. On average, respondents report being satisfied with the availability of courses to allow progress toward the completion of their degree with an overall average response ranging from *Satisfied* to *Very Satisfied* (See Figure 28; Institution: $\bar{X} = 4.2$). Respondents from the Off-Site ($\bar{X} = 4.8$) campus report the highest level of satisfaction, followed by respondents from the Instructional Site ($\bar{X} = 4.4$) and Online ($\bar{X} = 4.3$) campuses. Respondents from the Pasadena ($\bar{X} = 3.9$) campus report the lowest level of satisfaction, with the average response ranging from *Neither Satisfied nor Dissatisfied* to *Satisfied*. A one-way ANOVA reports that significant differences exist among the four PO campuses, $F(3, 379) = 13.9$. Specifically, a Tukey post hoc test finds that respondents from the Pasadena ($\bar{X} = 3.9$) campus reports significantly lower levels of satisfaction than the Off-Site ($\bar{X} = 4.8$), Instructional Site ($\bar{X} = 4.4$), and the Online ($\bar{X} = 4.3$) campuses. Further, the same post hoc test reveals that the Off-Site ($\bar{X} = 4.8$) campus reports a significantly higher level of satisfaction than do respondents from the Instructional Site ($\bar{X} = 4.4$) campus.

Figure 28: Availability of Courses to Allow Progress Toward Completion of Degree

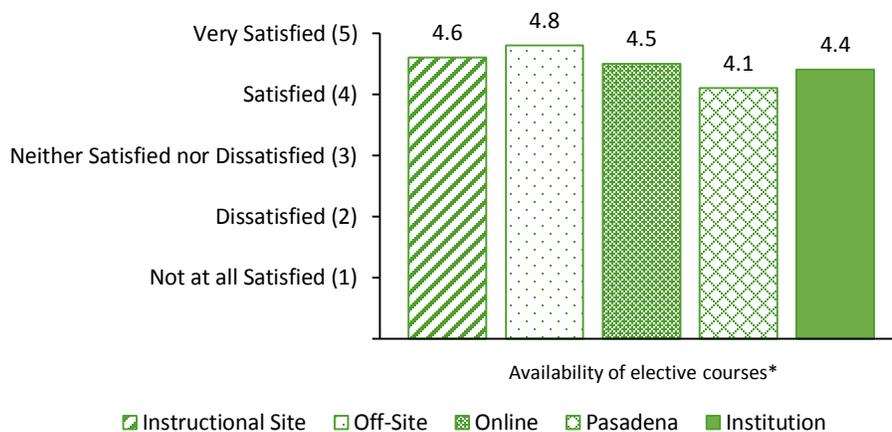


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Availability of elective courses. Overall, respondents display satisfaction with the availability of elective courses at PO, with an average response that ranges from *Satisfied* to *Very Satisfied* (See Figure 29; Institution: $\bar{X} = 4.4$). Respondents from the Off-Site ($\bar{X} = 4.8$) campus report the highest level of satisfaction, followed by the Instructional Site ($\bar{X} = 4.6$), Online ($\bar{X} = 4.5$), and Pasadena ($\bar{X} = 4.1$) campuses. A one-way ANOVA finds that significant differences exist among the four PO campuses, $F(3, 379) = 6.9$. Specifically, a Tukey post hoc test reveals that respondents from the Off-Site ($\bar{X} = 4.8$) and Online ($\bar{X} = 4.5$) campuses report significantly higher levels of satisfaction regarding this item than do respondents from the Pasadena ($\bar{X} = 4.1$) campus—no other significant differences exist.

Figure 29: Availability of Elective Courses

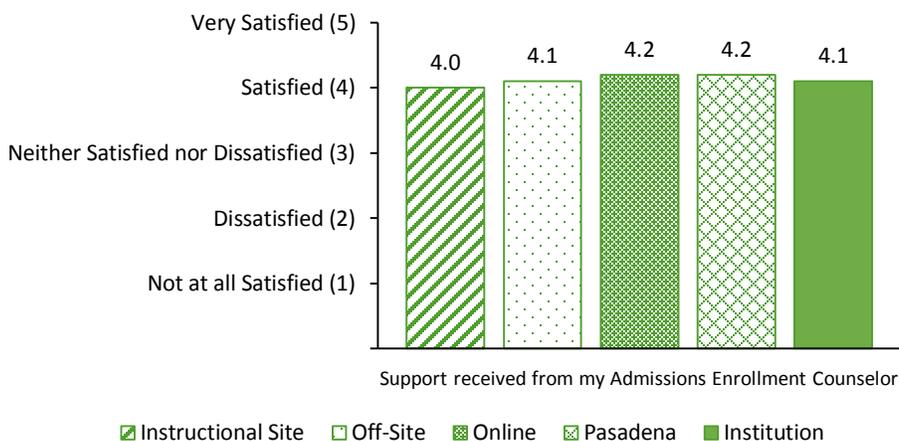


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Support received from my Admissions Enrollment Counselor. Respondents report satisfaction with the support received from their Admissions Enrollment Counselor. On average, responses range from *Satisfied* to *Very Satisfied* (See Figure 30; Institution: $\bar{X} = 4.1$). Satisfaction levels are consistent across the Online ($\bar{X} = 4.2$) and Pasadena ($\bar{X} = 4.2$) campuses, followed by the Off-Site ($\bar{X} = 4.1$) and Instructional Site ($\bar{X} = 4.0$) campuses. Any differences that exist among the campuses are statistically insignificant, $F(3, 379) = 0.3$.

Figure 30: Support Received from Admission Enrollment Counselor



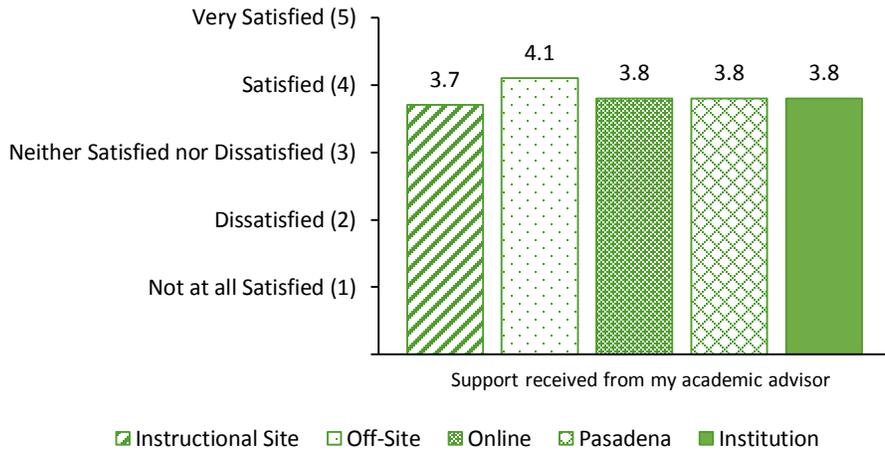
Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Support received from my academic advisor. On average, respondents report being somewhat satisfied with the support that they received from their academic advisor, with the overall average response ranging from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Figure 31; Institution: $\bar{X} = 3.8$). Respondents from the Off-Site ($\bar{X} = 4.1$) campus report the highest level of satisfaction, with the average response ranging from *Satisfied* to *Very Satisfied*. The Online ($\bar{X} = 3.8$), Pasadena ($\bar{X} = 3.8$), and Instructional Site ($\bar{X} = 3.7$) campuses report consistent evaluations that, on average, range from *Neither Satisfied nor Dissatisfied* to *Satisfied*. Overall, evaluations of this survey item are consistent, such that, there are no significant differences among the four campuses, $F(3, 379) = 0.9$.

Accessibility to academic advising (mail, phone, office hours, etc.). Overall, respondents report being somewhat satisfied with the accessibility to academic advising at PO. Overall, the average response ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Figure 32; Institution: $\bar{X} = 3.9$). The Instructional Site ($\bar{X} = 4.0$) and Off-Site ($\bar{X} = 4.0$) campuses report the highest level of satisfaction, followed by the Online ($\bar{X} = 3.9$) and Pasadena ($\bar{X} = 3.8$) campuses. And, yet, satisfaction levels are consistent across the four campuses, such that, any differences that exist among the campuses are statistically non-significant, $F(3, 379) = 0.4$.

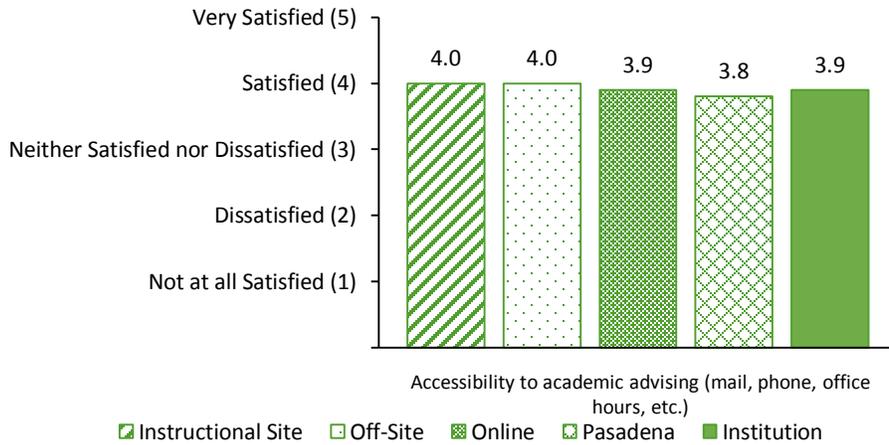
Figure 31: Support Received from Academic Advisor



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Figure 32: Accessibility to Academic Advising

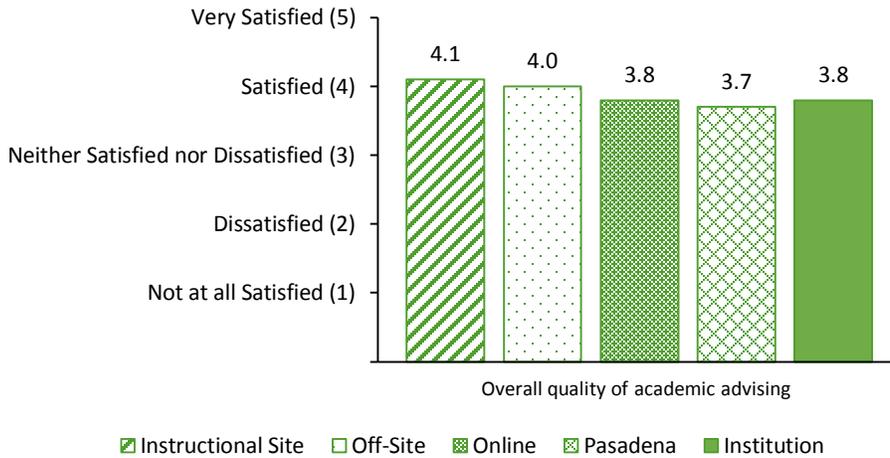


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Overall quality of academic advising. In general, respondents report satisfaction with the overall quality of academic advising at PO, with the average response ranging from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Figure 33; Institution: $\bar{X} = 3.8$). Respondents from the Instructional Site ($\bar{X} = 4.1$) and the Off-Site ($\bar{X} = 4.0$) campuses report higher levels of satisfaction when compared to the Online ($\bar{X} = 3.8$) and Pasadena ($\bar{X} = 3.7$) campuses. However, these differences are insignificant, $F(3, 377) = 0.9$.

Figure 33: Overall Quality of Academic Advising

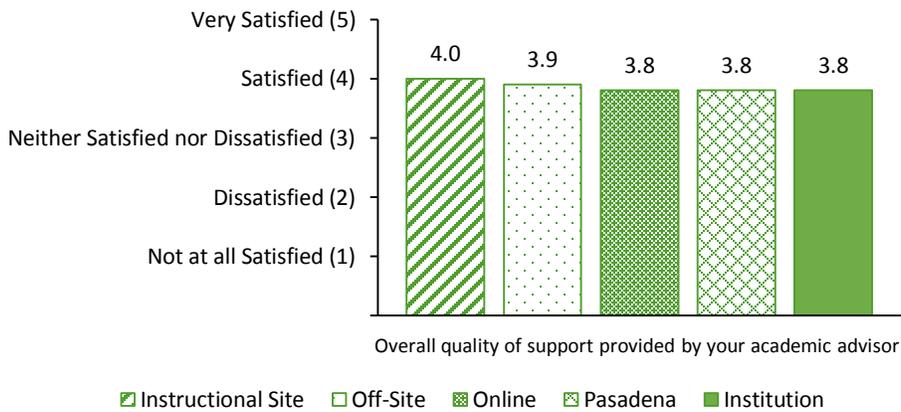


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Overall quality of support provided by your academic advisor. On average, respondents report being somewhat satisfied with the overall quality of support provided by their academic advisor. Overall, the average response ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Figure 34; Institution: $\bar{X} = 3.8$). Respondents from the Instructional Site ($\bar{X} = 4.0$) campus report the highest level of satisfaction, followed by the Off-Site ($\bar{X} = 3.9$), Online ($\bar{X} = 3.8$), and Pasadena ($\bar{X} = 3.8$) campuses. A one-way ANOVA finds that evaluations across campuses are extremely consistent, $F(3, 379) = 0.4$.

Figure 34: Overall Quality of Support Provided by Academic Advisor

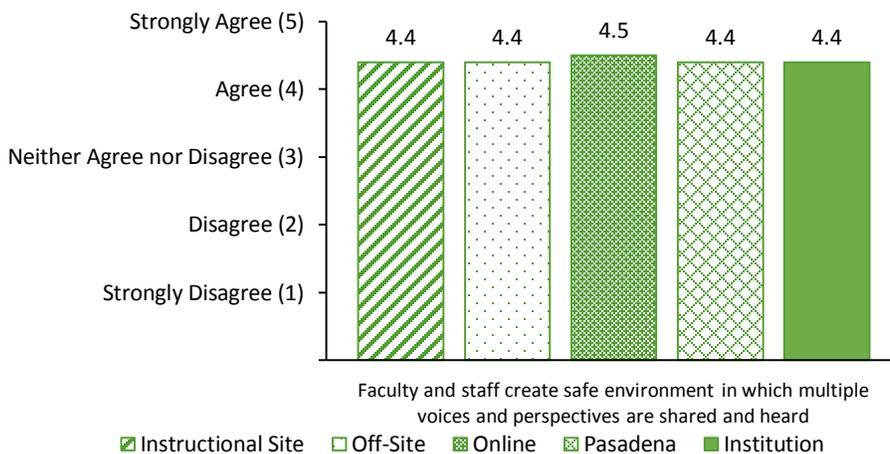


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Faculty and staff create safe environment in which multiple voices and perspectives are shared and heard. On average, respondent agree with the statement, *Faculty and staff create a safe environment in which multiple voices and perspectives are shared and heard*. On average responses range from *Agree* to *Strongly Agree* (See Figure 35; Institution: $\bar{X} = 4.4$). Respondents from the Online ($\bar{X} = 4.5$) campus report the highest level of agreement, followed by the consistent average agreement levels at the Instructional Site ($\bar{X} = 4.4$), Off-Site ($\bar{X} = 4.4$), Pasadena ($\bar{X} = 4.4$) campuses, such that, significant differences do not exist among the campuses, $F(3, 378) = 0.4$.

Figure 35: Faculty and Staff Create Safe Environment

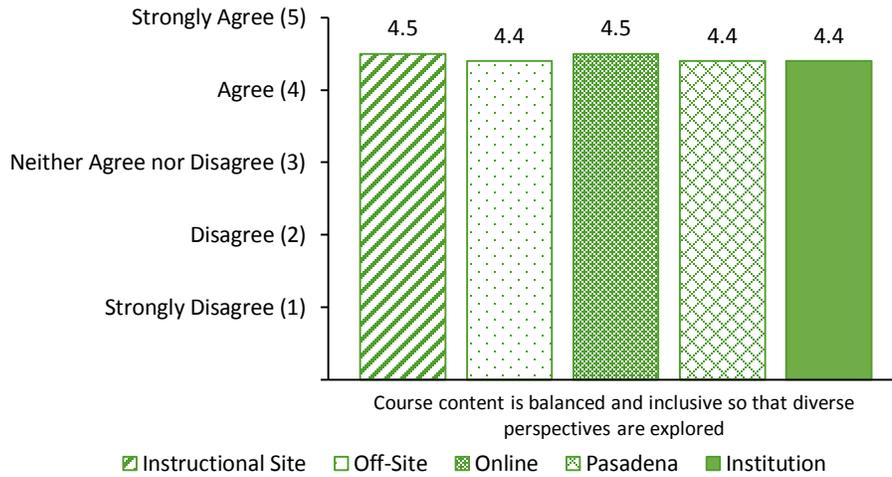


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Course content is balanced and inclusive so that diverse perspectives are explored. On average, respondents report agreement with the statement, *Course content is balanced and inclusive so that diverse perspectives are explored*. Overall, the average response ranges from *Agree* to *Strongly Agree* (See Figure 36; Institution: $\bar{X} = 4.4$). Both the Instructional Site ($\bar{X} = 4.5$) and the Online ($\bar{X} = 4.5$) campuses report a slightly higher average response to this statement when compared to the Off-Site ($\bar{X} = 4.4$) and Pasadena ($\bar{X} = 4.4$) campuses. However, these differences are so minute that they are non-significant, $F(3, 378) = 0.3$.

Figure 36: Course Content is Balanced and Inclusive



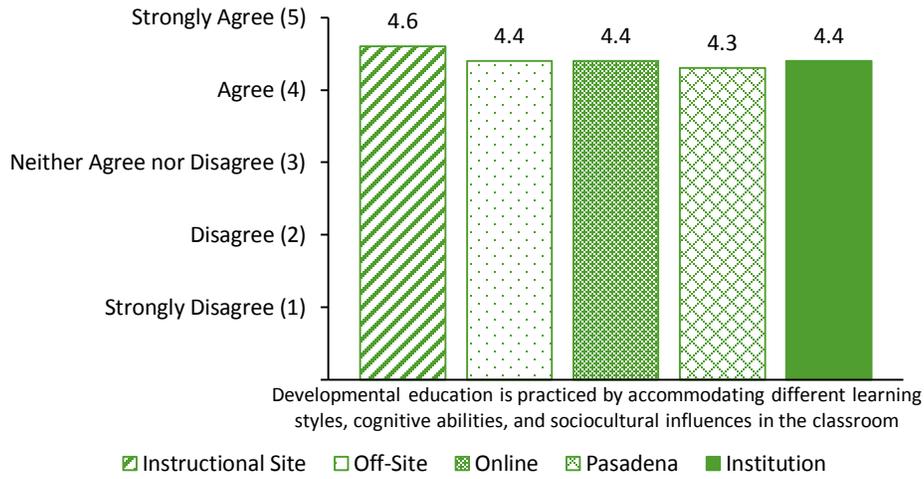
Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Developmental education is practiced by accommodating different learning styles, cognitive abilities and sociocultural influences in the classroom. On average, respondents agree with the statement, *Developmental education is practiced by accommodating different learning styles, cognitive abilities, and sociocultural influences in the classroom*. Responses, on average, range from *Agree* to *Strongly Agree* (See Figure 37; Institution: $\bar{X} = 4.4$). Respondents from the Instructional Site ($\bar{X} = 4.6$) campus report the highest level of agreement, followed by the Off-Site ($\bar{X} = 4.4$), Online ($\bar{X} = 4.4$) and Pasadena ($\bar{X} = 4.3$) campuses. Overall, responses among the four campuses are consistent, such that, any differences that exist among the campuses are statistically insignificant, $F(3, 378) = 0.8$.

Inclusive classroom and co-curricular environment promote mutual respect, reflection, critical thinking, and academic excellence. In general, respondents agree there is an inclusive classroom and co-curricular environment that promotes mutual respect, reflections, critical thinking, and academic excellence at PO. The average response ranges from *Agree* to *Strongly Agree* (See Figure 38; $\bar{X} = 4.4$). Respondents from the Instructional Site ($\bar{X} = 4.5$) and the Online ($\bar{X} = 4.5$) campuses display the highest level of agreement, followed by respondents from the Pasadena ($\bar{X} = 4.4$) and Off-Site ($\bar{X} = 4.3$) campuses. Any differences among campuses are statistically insignificant, $F(3, 378) = 0.9$.

Figure 37: Developmental Education is Practiced



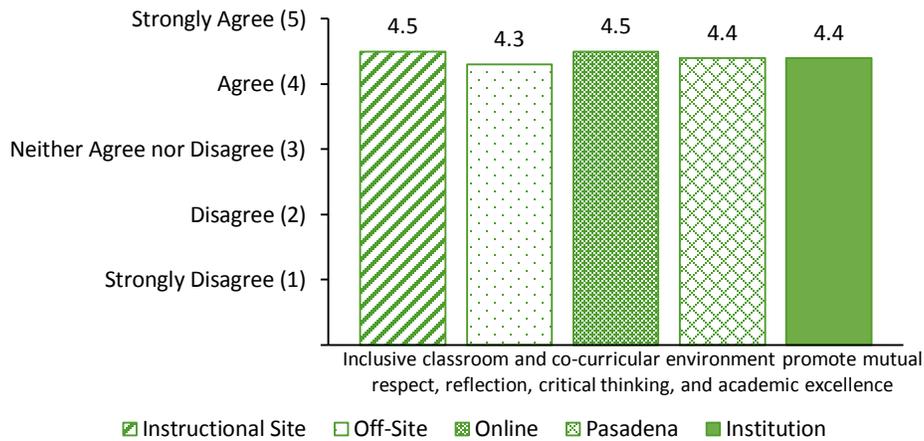
Developmental education is practiced by accommodating different learning styles, cognitive abilities, and sociocultural influences in the classroom

Instructional Site Off-Site Online Pasadena Institution

Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Figure 38: Promotion of Mutual Respect, Reflections, Critical Thinking, and Academic Excellence



Inclusive classroom and co-curricular environment promote mutual respect, reflection, critical thinking, and academic excellence

Instructional Site Off-Site Online Pasadena Institution

Note: *p-value ≤ 0.05

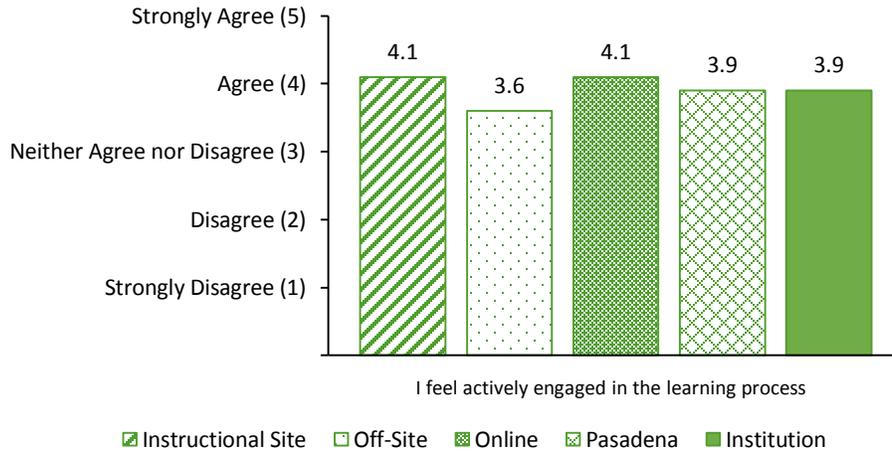
Data Source: PO Student Satisfaction Survey, Spring 2016

I feel actively engaged in the learning process.¹¹ On average, respondents somewhat agree with the statement, *I feel actively engaged in the learning process*. Responses, on average, range from *Neither Agree nor Disagree* to *Agree* (See Figure 39; Institution: $\bar{X} = 3.9$). Respondents from the Instructional Site ($\bar{X} = 4.1$) and Online ($\bar{X} = 4.1$)

¹¹ This survey item was reverse coded, such that, the original item read *I DO NOT feel actively engaged in the learning process*.

campuses report the highest levels of agreement, followed by respondents from the Pasadena ($\bar{x} = 3.9$) and Off-Site ($\bar{x} = 3.6$) campuses. A one-way ANOVA finds that no differences exist among the four campuses' evaluations at the 95.0 percent confidence level, $F(3, 376) = 2.3$.

Figure 39: Engagement in the Learning Process

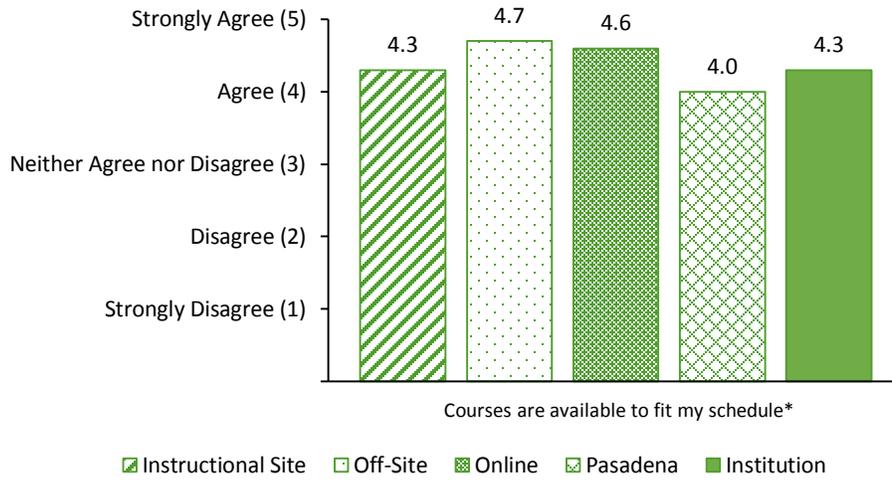


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Courses are available to fit my schedule. Overall, respondents agree with the statement, [Pacific Oaks] courses are available to fit my schedule. Responses, on average, range from *Agree* to *Strongly Agree* (See Figure 40; Institution: $\bar{x} = 4.3$). Respondents from the Off-Site ($\bar{x} = 4.7$) campus report the highest level of agreement, followed by respondents from the Online ($\bar{x} = 4.6$), Instructional Site ($\bar{x} = 4.3$), and Pasadena ($\bar{x} = 4.0$) campuses. A one-way ANOVA reports that significant differences exist among the four PO campuses, $F(3, 375) = 14.4$. Specifically, a Tukey post hoc test displays that respondents from the Off-Site ($\bar{x} = 4.7$) and Online ($\bar{x} = 4.6$) campuses report significantly higher levels of agreement regarding this survey item than do respondents from the Pasadena ($\bar{x} = 4.0$) campus.

Figure 40: Courses Available to Fit Schedule



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

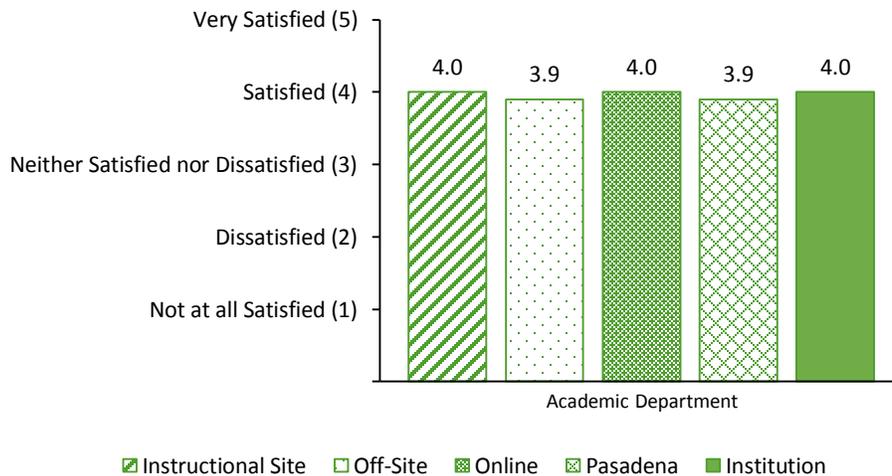
Student Services & Resources

Respondents were asked a number of survey items related to their experience with student services & resources at PO. In all, respondents were asked to evaluate 25 survey items using a five-point Satisfaction Scale (*Not at all Satisfied (1), Dissatisfied (2), Neither Satisfied nor Dissatisfied (3), Satisfied (4), Very Satisfied (5)*), 10 survey items using a five-point Agreement Scale (*Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), Strongly Agree (5)*), six survey items using a four-point Interest Scale (*Not at all Interested (1), Somewhat Uninterested (2), Somewhat Interested (3), Very Interested (4)*), one survey item using a 5-point Preparation Scale (*Not at all Prepared (1), Unprepared (2), Neither Prepared nor Unprepared (3), Prepared (4), Very Prepared (5)*), and three survey items using open-ended questions.

Are you Very Satisfied, Satisfied, Neither Satisfied nor Dissatisfied, Dissatisfied, or Not at all Satisfied with the communication from the following...

Academic Department. On average, respondents report being satisfied with the communication from their Academic Department. (See Figure 41; Institution: $\bar{X} = 4.0$). Respondents from the Instructional Site ($\bar{X} = 4.0$) and Online ($\bar{X} = 4.0$) campuses report the highest levels of satisfaction, followed by respondents from the Off-Site ($\bar{X} = 3.9$) and Pasadena ($\bar{X} = 3.9$) campuses. Yet, these differences are minute, $F(3, 378) = 0.3$.

Figure 41: Communication from Academic Department



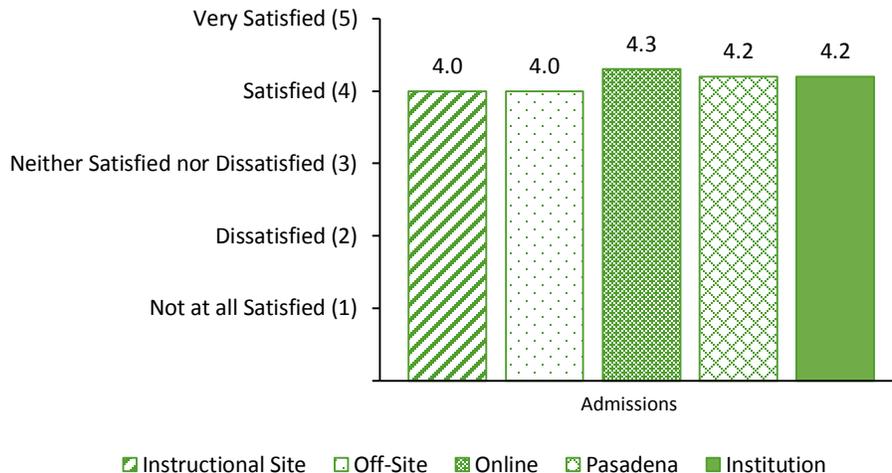
Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Admissions. Overall, respondents report being satisfied with communication from Admissions, with an average response ranging from *Satisfied* to *Very Satisfied* (See Figure 42; Institution: $\bar{X} = 4.2$). Respondents from both the

Online ($\bar{X} = 4.3$) and Pasadena ($\bar{X} = 4.2$) campuses report higher levels of satisfaction than do respondents from the Instructional Site ($\bar{X} = 4.0$) and Off-Site ($\bar{X} = 4.0$) campuses. However, any of the differences that exist among the campuses are statistically insignificant, $F(3, 376) = 0.9$.

Figure 42: Communication from Admissions

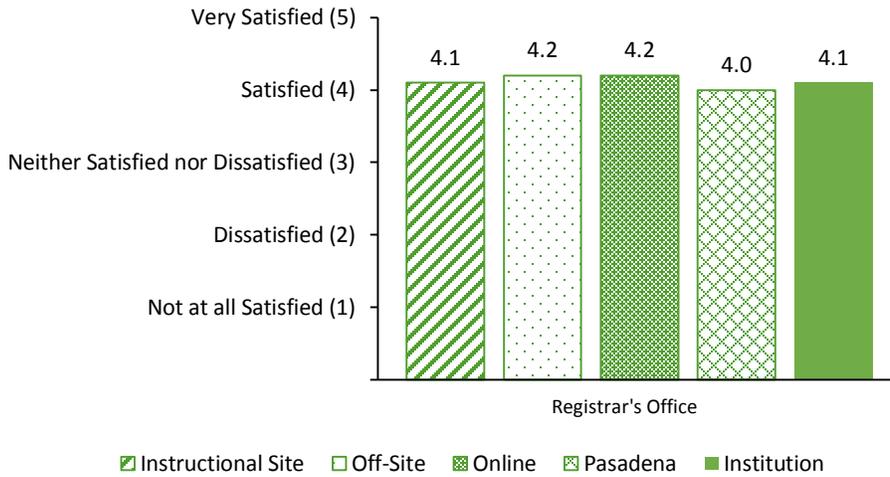


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Registrar’s Office. Overall, respondents report satisfaction with the communication from the Registrar’s office. Overall, the average response ranges from *Satisfied* to *Very Satisfied* (See Figure 43; Institution: $\bar{X} = 4.1$). Respondents from the Off-Site ($\bar{X} = 4.2$) and Online ($\bar{X} = 4.2$) campuses report the highest levels of satisfaction, followed by respondents from the Instructional Site ($\bar{X} = 4.1$) and Pasadena ($\bar{X} = 4.0$) campuses. Any of the differences that exist among the campuses are statistically indistinguishable, $F(3, 372) = 1.2$.

Figure 43: Communication from Registrar's Office

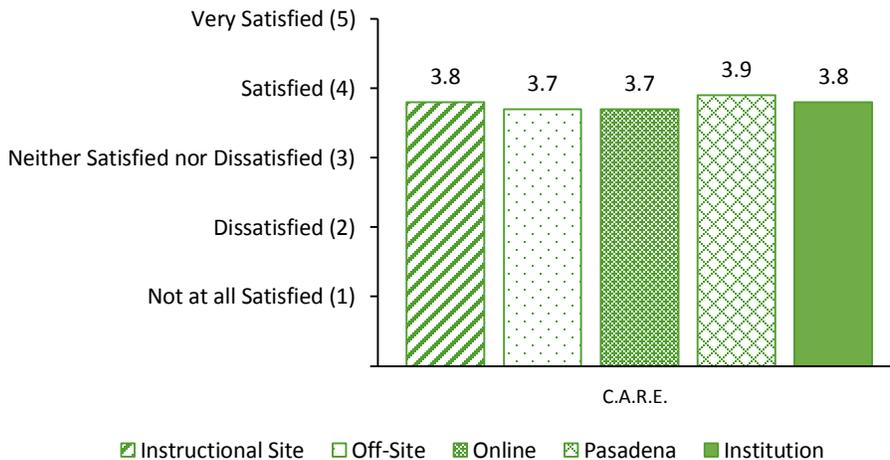


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

C.A.R.E. On average, respondents report being somewhat satisfied with the communication received from C.A.R.E., with an overall average response that ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Figure 44; Institution: $\bar{X} = 3.8$). Respondents from the Pasadena ($\bar{X} = 3.9$) campus report the highest level of satisfaction, followed closely by respondents from the Instructional Site ($\bar{X} = 3.8$) campus, the Off-Site ($\bar{X} = 3.7$) campus, and the Online ($\bar{X} = 3.7$) campus. Levels of satisfaction are, overall, consistent across the four campuses, such that, any differences in evaluations are statistically insignificant, $F(3, 372) = 2.3$.

Figure 44: Communication from C.A.R.E.

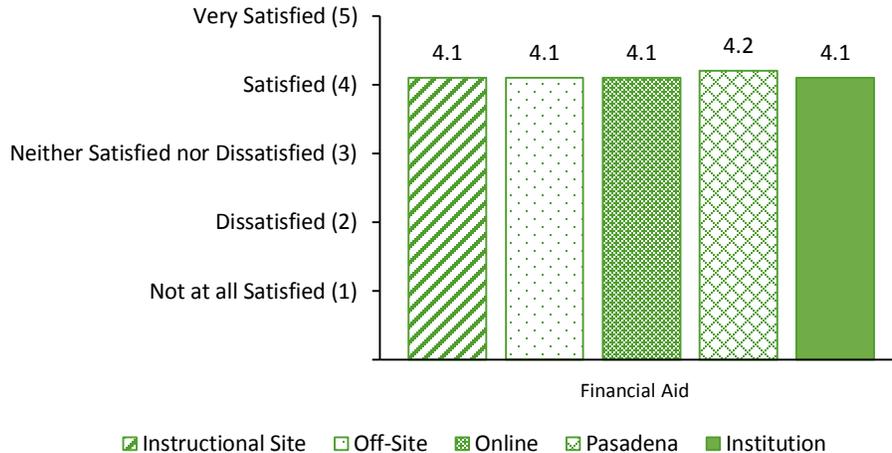


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Financial Aid. On average, respondents report being satisfied with the communication from Financial Aid at Pacific Oaks College. The overall average response ranges from *Satisfied* to *Very Satisfied* (See Figure 45; Institution: $\bar{X} = 4.1$). Respondents from the Pasadena ($\bar{X} = 4.2$) campus report the highest level of while average responses remained consistent across the Instructional Site ($\bar{X} = 4.1$), Off-Site ($\bar{X} = 4.1$), and Online ($\bar{X} = 4.1$) campuses. Any differences that exist among campuses are statistically insignificant $F(3, 375) = 0.4$.

Figure 45: Communication from Financial Aid

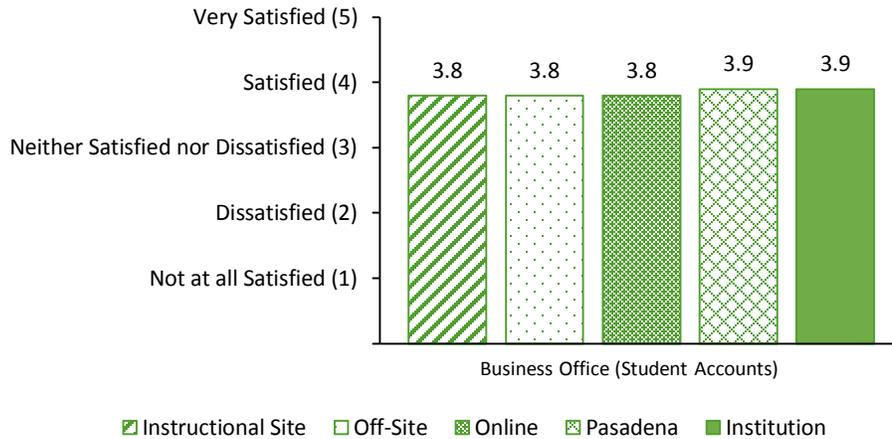


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Business Office (Student Accounts). Overall, when asked to evaluate their satisfaction with the communication received from the Business Office, respondents report being satisfied. The average response ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Figure 46; Institution: $\bar{X} = 3.9$). Respondents from the Pasadena ($\bar{X} = 3.9$) campus report the highest level of satisfaction, with the Instructional Site ($\bar{X} = 3.8$), Off-Site ($\bar{X} = 3.8$), and Online ($\bar{X} = 3.8$) campuses reporting the same levels of satisfaction. Evaluations across the four campuses are, in general, extremely consistent and statistically identical, $F(3, 377) = 0.1$.

Figure 46: Communication from the Business Office (Student Accounts)



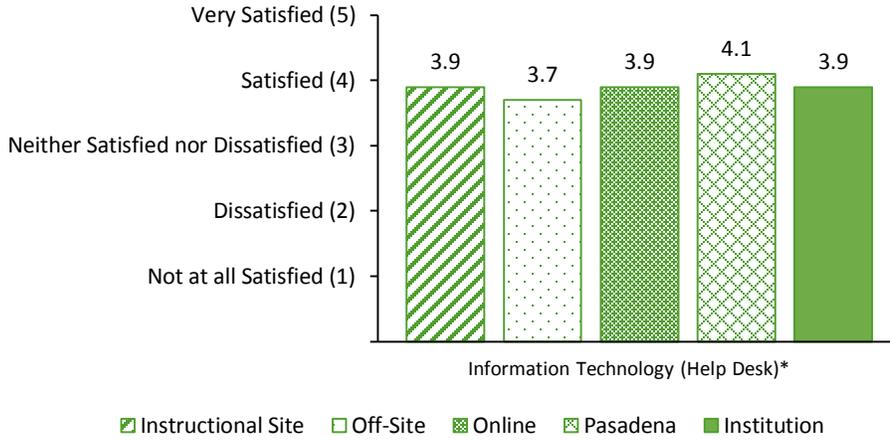
Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Information Technology (Help Desk). On average, respondents report some satisfaction with the communication received from Information Technology (Help Desk). Responses, on average, tend to range from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Figure 47; Institution: $\bar{X} = 3.9$). Respondents from the Pasadena ($\bar{X} = 4.1$) campus report the highest level of satisfaction, followed by respondents from the Instructional Site ($\bar{X} = 3.9$), Online ($\bar{X} = 3.9$), and Off-Site ($\bar{X} = 3.7$) campuses. A one-way ANOVA finds that significant differences exist among the four PO campuses, $F(3, 377) = 2.7$. Specifically, a Tukey post hoc test reveals that respondents from the Pasadena ($\bar{X} = 4.1$) campus report a significantly higher level of satisfaction regarding this item than do respondents from the Off-Site ($\bar{X} = 3.7$) campus.

Student Government Association. Overall, respondents report some satisfaction with the communication received from the Student Government Association. The overall average response ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Figure 48; Institution $\bar{X} = 3.5$). Respondents from the Off-Site ($\bar{X} = 3.7$) and Instructional Site ($\bar{X} = 3.6$) campuses report higher levels of satisfaction than respondents from the Pasadena ($\bar{X} = 3.5$) and Online ($\bar{X} = 3.5$) campuses. However, any differences that exist among the campuses are statistically insignificant, $F(3, 376) = 0.8$.

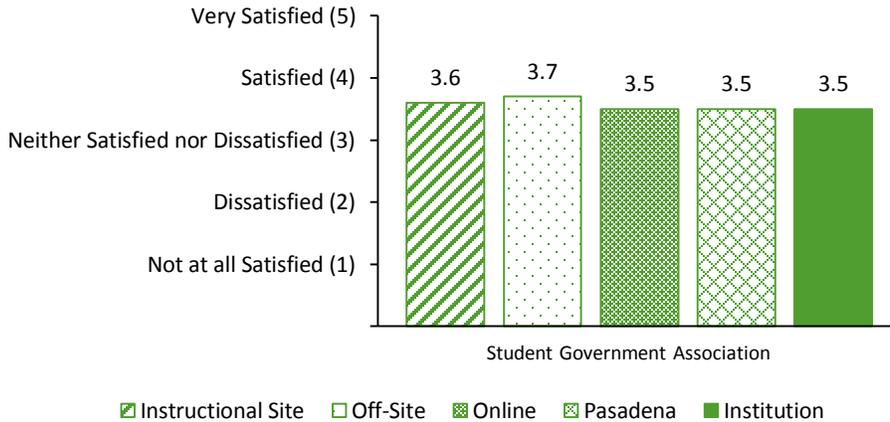
Figure 47: Communication from Information Technology (Help Desk)



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Figure 48: Communication from the Student Government Association



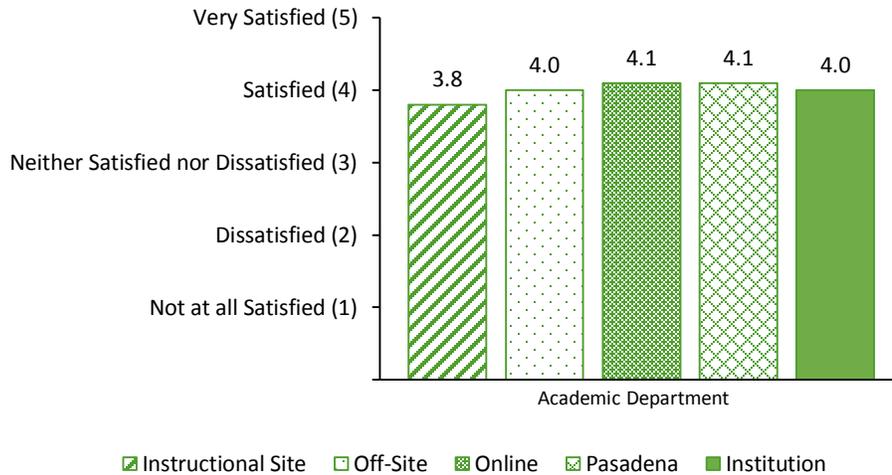
Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Are you Very Satisfied, Satisfied, Neither Satisfied nor Dissatisfied, Dissatisfied, or Not at all Satisfied with the hours of operation from the following...

Academic Department. Overall, respondents report being satisfied with the hours of operation for their academic departments (See Figure 49; Institution: $\bar{X} = 4.0$). Respondents from both the Pasadena ($\bar{X} = 4.1$) and Online ($\bar{X} = 4.1$) campuses report higher levels of satisfaction than respondents from the Off-Site ($\bar{X} = 4.0$) and Instructional Site ($\bar{X} = 3.8$) campuses. However, any differences that exist among campuses are trivial, $F(3, 375) = 1.0$.

Figure 49: Academic Department's Hours of Operation

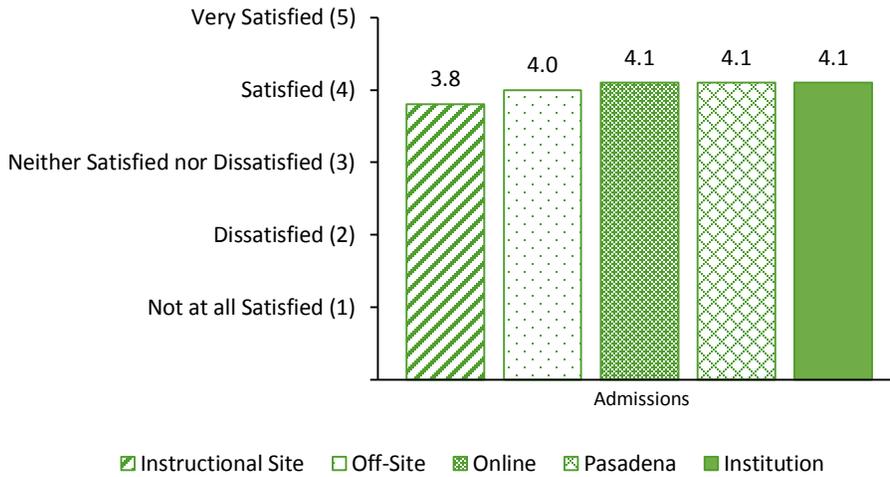


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Admissions. Overall, respondents report being satisfied with the hours of operation for Admissions. On average, responses range from *Satisfied* to *Very Satisfied* (See Figure 50; Institution: $\bar{X} = 4.1$). Respondents from the Online ($\bar{X} = 4.1$) and Pasadena ($\bar{X} = 4.1$) campuses report the highest levels of satisfaction, followed by respondents from the Off-Site ($\bar{X} = 4.0$) and Instructional Site ($\bar{X} = 3.8$) campuses. Yet, these differences are minute, $F(3, 372) = 1.0$.

Figure 50: Admissions' Hours of Operation

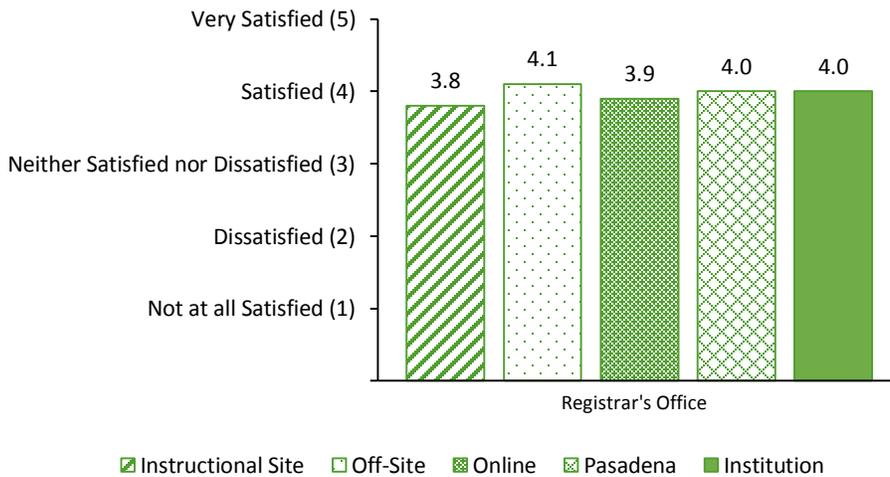


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Registrar's Office. Overall, respondents report being satisfied with the hours of operation for the Registrar's Office, with an overall average response of *Satisfied* (See Figure 51; Institution: $\bar{X} = 4.0$). Respondents from the Off-Site ($\bar{X} = 4.1$) campus report the highest level of satisfaction, followed by respondents from the Pasadena ($\bar{X} = 4.0$), Online ($\bar{X} = 3.9$), and Instructional Site ($\bar{X} = 3.8$) campuses. However, any differences that exist among the campuses are statistically non-significant, $F(3, 372) = 0.8$.

Figure 51: Registrar's Office's Hours of Operation

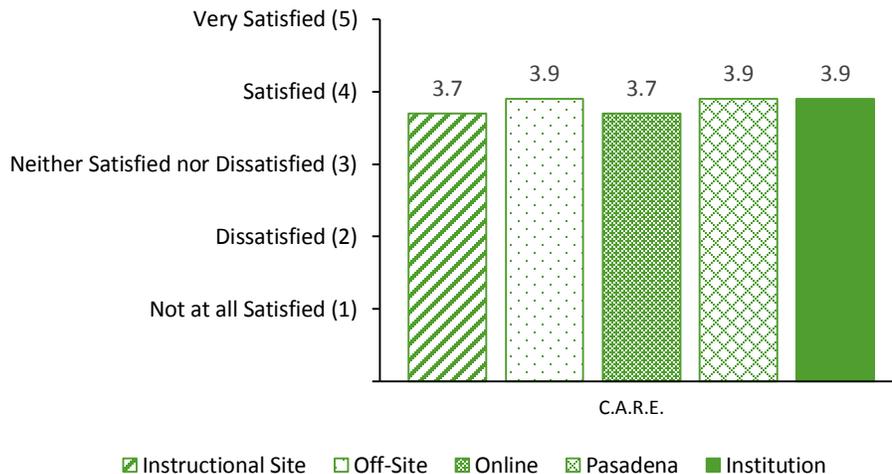


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

C.A.R.E. In general, respondents report being somewhat satisfied with the hours of operation for C.A.R.E., with the average response ranging from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Figure 52; Institution: $\bar{X} = 3.9$). Respondents from both the Off-Site ($\bar{X} = 3.9$) and Pasadena ($\bar{X} = 3.9$) campuses report higher levels of satisfaction than respondents from the Instructional Site ($\bar{X} = 3.7$) and Online ($\bar{X} = 3.7$) campuses. However, these differences are insignificant, $F(3, 374) = 1.9$.

Figure 52: C.A.R.E.'s Hours of Operation

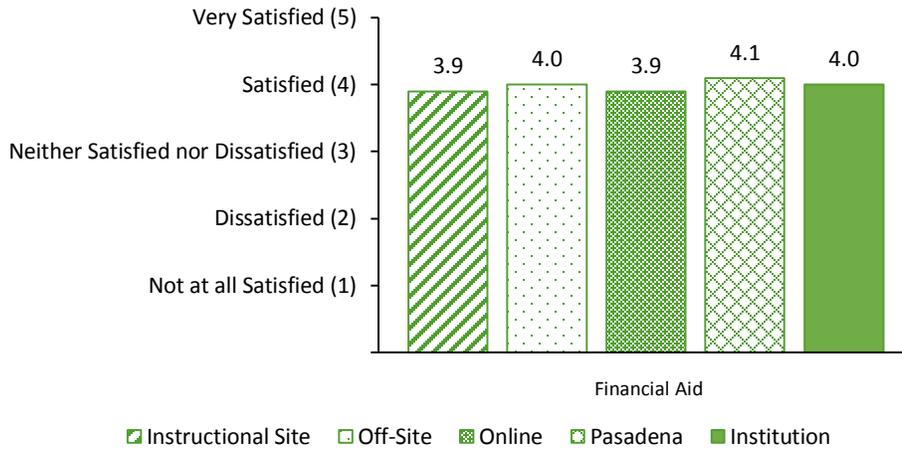


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Financial Aid. On average, respondents report being satisfied with Financial Aid's hours of operations, with an average response of *Satisfied* (See Figure 53; Institution: $\bar{X} = 4.0$). Respondents from the Pasadena ($\bar{X} = 4.1$) campus report the highest level of satisfaction followed closely by respondents from the Off-Site ($\bar{X} = 4.0$) campus, the Instructional Site ($\bar{X} = 3.9$) campus, and the Online ($\bar{X} = 3.9$) campus. Overall, evaluations are consistent among the four campuses, $F(3, 374) = 1.3$.

Figure 53: Financial Aid's Hours of Operation

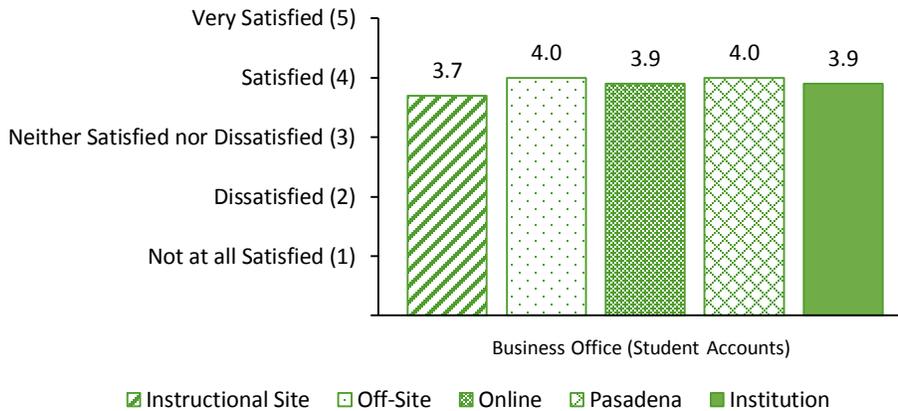


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Business Office (Student Accounts). On average, respondents report being somewhat satisfied with the Business Office’s hours of operation. The overall average response ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Figure 54; Institution: $\bar{X} = 3.9$). Respondents from the Off-Site ($\bar{X} = 4.0$) and Pasadena ($\bar{X} = 4.0$) campuses report the highest levels of satisfaction, followed by respondents from the Online ($\bar{X} = 3.9$) and Instructional Site ($\bar{X} = 3.7$) campuses. Evaluations from the four campuses are consistent—no statistical differences exist, $F(3, 372) = 0.7$.

Figure 54: Business Office's (Student Accounts) Hours of Operation

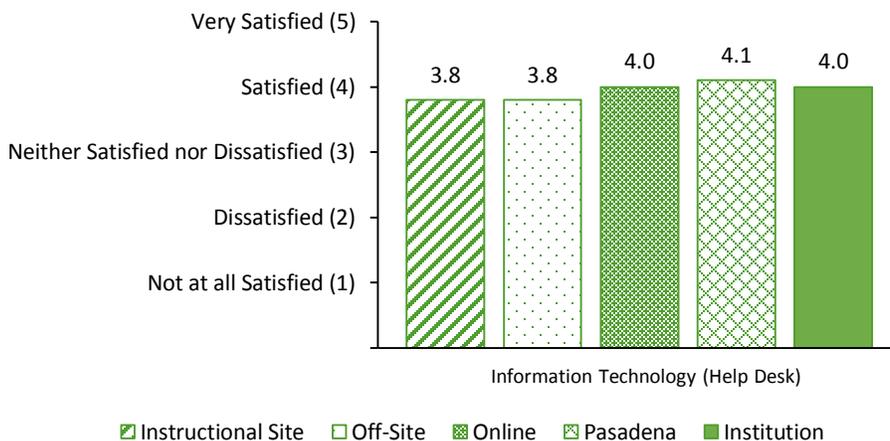


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Information Technology (Help Desk). On average, respondents report being satisfied with the hours of operation for Information Technology (Help Desk), with an average response of *Satisfied* (See Figure 55; Institution: $\bar{X} = 4.0$). Respondents from the Pasadena ($\bar{X} = 4.1$) campus report the highest level of satisfaction, while respondents from the Online ($\bar{X} = 4.0$) campus follow with slightly less satisfaction, and the Instructional Site ($\bar{X} = 3.8$) and Off-Site ($\bar{X} = 3.8$) campuses report the least satisfaction. However, the differing levels of satisfaction among the four campuses are statistically insignificant, $F(3, 373) = 1.5$.

Figure 55: Information Technology's (Help Desk) Hours of Operation

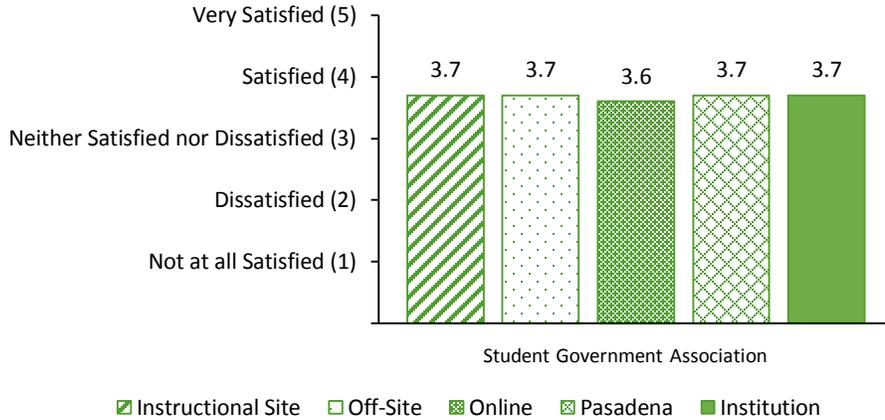


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Student Government Association. Overall, respondents report being somewhat satisfied with the hours of operation for the Student Government Association. The average response ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Figure 56; Institution: $\bar{X} = 3.7$). Average levels of satisfaction are consistent across all four campuses: Instructional Site ($\bar{X} = 3.7$), Off-Site ($\bar{X} = 3.7$), Pasadena ($\bar{X} = 3.7$), Online ($\bar{X} = 3.6$), such that, no significant differences exist, $F(3, 373) = 0.3$.

Figure 56: Student Government Association's Hours of Operation



Note: *p-value ≤ 0.05

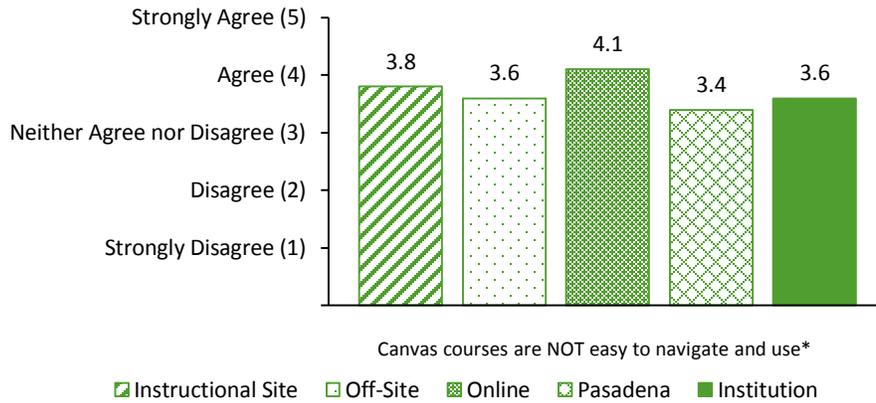
Data Source: PO Student Satisfaction Survey, Spring 2016

Canvas courses are easy to navigate and use.¹² On average, respondents report some agreement with the statement, *Canvas courses are easy to navigate and use*, with the average response ranging from *Neither Agree nor Disagree* to *Agree* (See Figure 57; Institution: $\bar{X} = 3.6$). Respondents from the Online ($\bar{X} = 4.1$) campus report the highest level of agreement, followed by respondents from the Instructional Site ($\bar{X} = 3.8$), Off-Site ($\bar{X} = 3.6$), and Pasadena ($\bar{X} = 3.4$) campuses. A one-way ANOVA displays that significant differences exist among the four PO campuses, $F(3, 372) = 7.7$, with a Tukey post hoc test revealing that respondents from the Online ($\bar{X} = 4.1$) campus report significantly higher levels of agreement regarding this survey item than do respondents from the Pasadena ($\bar{X} = 3.4$) campus.

Canvas courses are conducted effectively by Pacific Oaks College instructors. Overall, respondents report agreement when asked if *Canvas courses are conducted effectively by Pacific Oaks College instructors*. Overall, the average response ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 58; Institution: $\bar{X} = 3.9$). Respondents from the Off-Site ($\bar{X} = 4.1$) and Online ($\bar{X} = 4.1$) campuses report the highest levels of agreement, followed by respondents from the Instructional Site ($\bar{X} = 4.0$) and Pasadena ($\bar{X} = 3.7$) campuses. A one-way ANOVA reports that significant differences exist among the four PO campuses, $F(3, 372) = 6.0$. A Tukey post hoc test reveals that respondents from both the Off-Site ($\bar{X} = 4.1$) and Online ($\bar{X} = 4.1$) campuses report significantly higher levels of agreement than do respondents from the Pasadena campus ($\bar{X} = 3.7$).

¹² This survey item has been reverse coded, such that, the original item read *Canvas courses are NOT easy to navigate and use*.

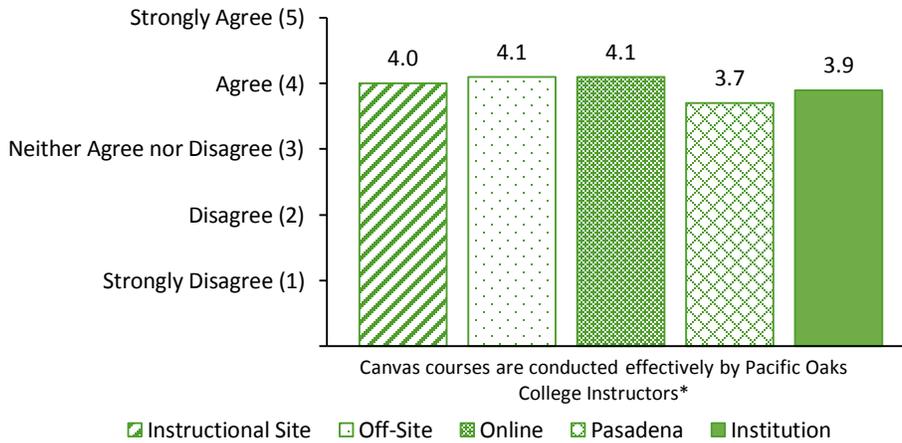
Figure 57: Canvas Courses Easy to Navigate and Use



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Figure 58: Canvas Course Conducted Effectively by PO Instructors

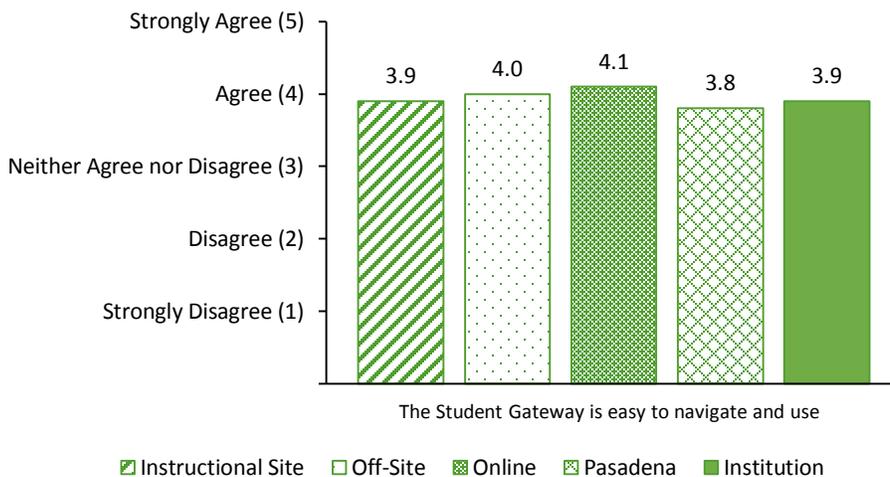


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

The Student Gateway is easy to navigate and use. On average, respondents agree that the Student Gateway is easy to navigate and use, with the overall average response ranging from *Neither Agree nor Disagree* to *Agree* (See Figure 59; Institution: $\bar{X} = 3.9$). Respondents from the Online ($\bar{X} = 4.1$) campus report the highest levels of agreement with this statement, followed by respondents from the Off-Site ($\bar{X} = 4.0$), Instructional Site ($\bar{X} = 3.9$), and the Pasadena ($\bar{X} = 3.8$) campuses. Yet, any differences that exist among the campuses are statistically insignificant, $F(3, 309) = 2.1$.

Figure 59: Student Gateway Easy to Use and Navigate



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

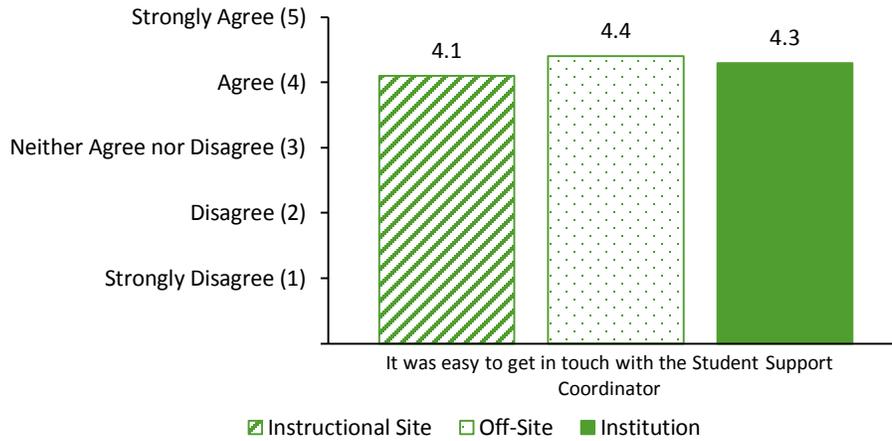
It was easy to get in touch with the Student Support Coordinator.¹³ On average, respondents agree with the statement, *It was easy to get in touch with the Student Support Coordinator*. Responses tend to range from *Agree* to *Strongly Agree* (See Figure 60; Institution: \bar{X} = 4.3). Respondents from the Off-Site (\bar{X} = 4.4) campus report higher levels of agreement than respondents from the Instructional Site (\bar{X} = 4.1) campus.

The Student Support Coordinator helped me understand the student resources available to me.¹⁴ Overall, respondents agree that the Student Support Coordinator helped them understand the student resources available to them. The average response ranges from *Agree* to *Strongly Agree* (See Figure 61; Institution: \bar{X} = 4.2). Respondents from the Off-Site (\bar{X} = 4.3) campus report higher levels of agreement than do respondents from the Instructional Site (\bar{X} = 3.8).

¹³ An ANOVA was not conducted for this survey item because there are less than 20 responses from the Instructional Site campus. Additionally, this survey item was only provided to campuses with Student Support Coordinators (i.e., Instructional Site and Off-Site campuses)

¹⁴ An ANOVA was not conducted for this survey item because there are less than 20 responses from the Instructional Site campus. Additionally, this survey item was only provided to campuses with Student Support Coordinators (i.e., Instructional Site and Off-Site campuses)

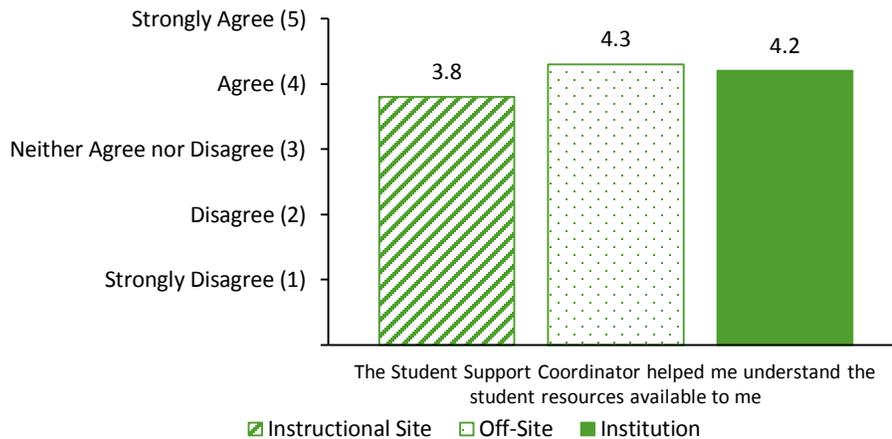
Figure 60: Easy to Get in Touch with the Student Support Coordinator



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Figure 61: Student Support Coordinator Helped Clarify Resources Available



Note: *p-value ≤ 0.05

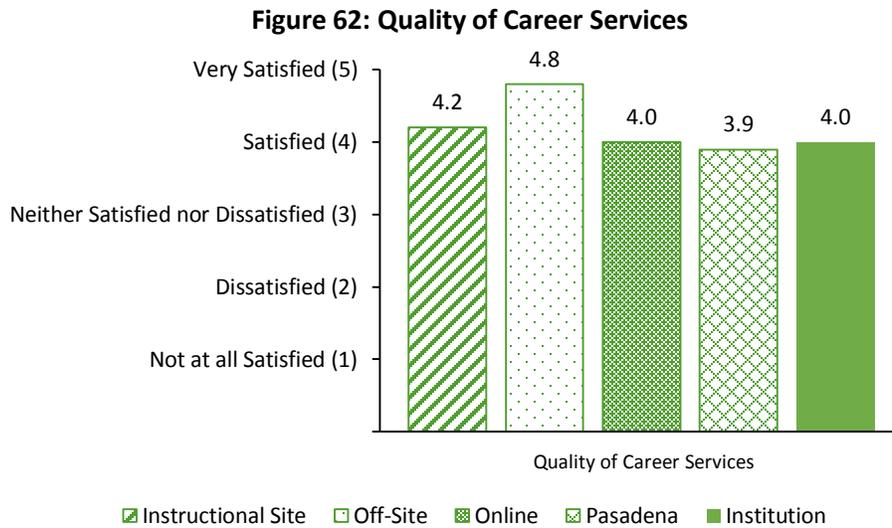
Data Source: PO Student Satisfaction Survey, Spring 2016

Quality of Career Services.¹⁵ On average, respondents report satisfaction with the *Quality of Career Services*, with an average response of *Satisfied* (See Figure 62; Institution: $\bar{X} = 4.0$). Respondents from the Off-Site ($\bar{X} =$

¹⁵ An ANOVA was not conducted for this survey item because there are less than 20 responses from the Instructional Site, Off-Site, and Online campuses.

4.8) campus report the highest level of satisfaction, followed by respondents from the Instructional Site (\bar{X} = 4.2), Online (\bar{X} = 4.0), and Pasadena (\bar{X} = 3.9) campuses.

Availability of Career Services.¹⁶ On average, respondents report satisfaction with the *Availability of Career Services*. The average response ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Figure 63; Institution: \bar{X} = 3.9). Respondents from the Off-Site (\bar{X} = 4.3) campus report the highest level of satisfaction, followed by respondents from the Instructional Site (\bar{X} = 4.0), Online (\bar{X} = 3.9), and Pasadena (\bar{X} = 3.8) campuses.



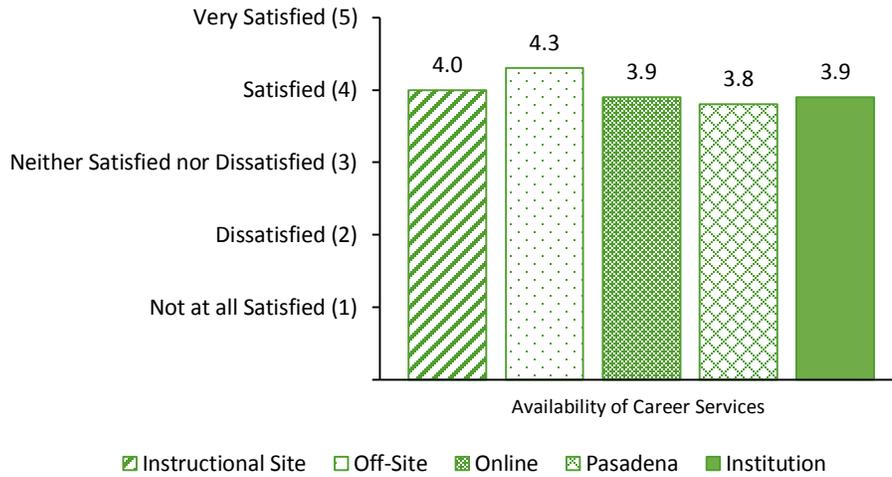
Note: *p-value \leq 0.05
 Data Source: PO Student Satisfaction Survey, Spring 2016

Availability of the Help Desk staff.¹⁷ On average, respondents report satisfaction with the *Availability of the Help Desk staff*, with a typical response ranging from *Satisfied* to *Very Satisfied* (See Figure 64; Institution: \bar{X} = 4.1). Respondents from the Instructional Site (\bar{X} = 4.2) and Off-Site (\bar{X} = 4.2) campuses report the highest levels of satisfaction, followed closely by respondents from the Pasadena (\bar{X} = 4.1) and Online (\bar{X} = 4.0) campuses. Overall, evaluations are consistent among the four campuses.

¹⁶ An ANOVA was not conducted for this survey item because there are less than 20 responses from the Instructional Site, Off-Site, and Online campuses.

¹⁷ An ANOVA was not conducted for this survey item because there are less than 20 responses from the Instructional Site campus.

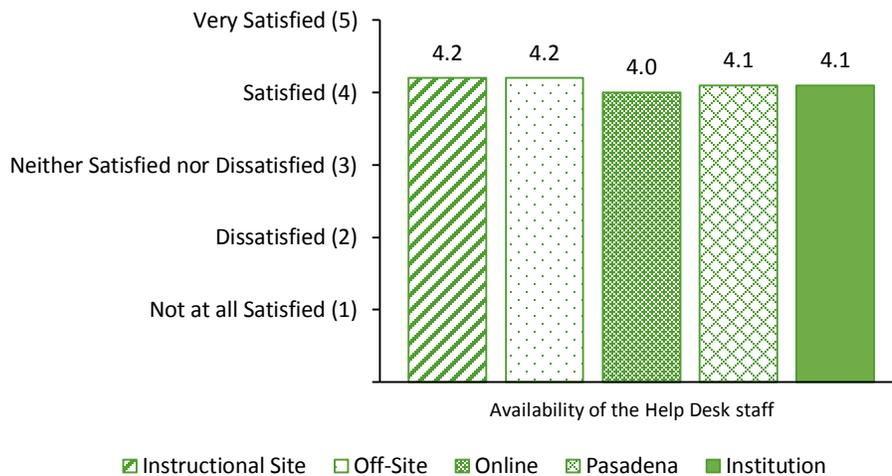
Figure 63: Availability of Career Services



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Figure 64: Availability of Help Desk Staff



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

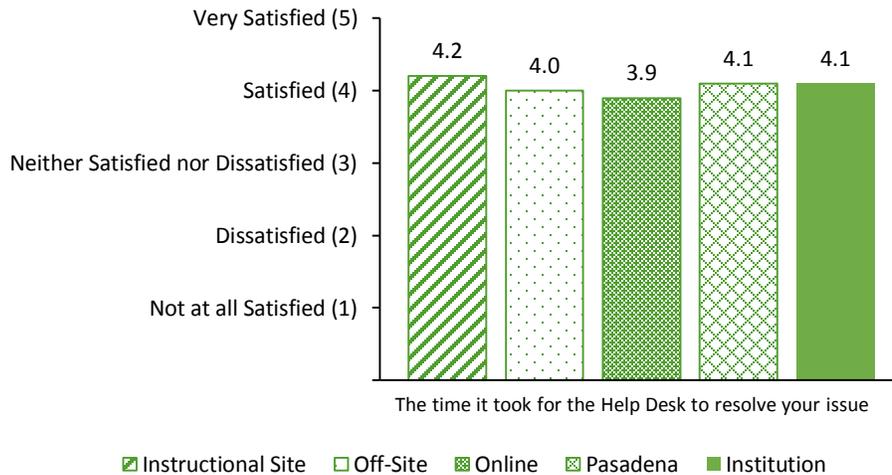
The time it took for the Help Desk to resolve your issue.¹⁸ Overall, respondents report being satisfied with the time it took for the Help Desk to resolve their issues. Responses, on average, range from *Satisfied* to *Very Satisfied* (See Figure 65; Institution: \bar{X} = 4.1). Respondents from the Instructional Site (\bar{X} = 4.2) report the highest

¹⁸ An ANOVA was not conducted for this survey item because there are less than 20 responses from the Instructional Site campus.

level of satisfaction, followed by respondents from the Pasadena ($\bar{x} = 4.1$), Off-Site ($\bar{x} = 4.0$), and Online ($\bar{x} = 3.9$) campuses.

Effective use of technology in courses. On average, respondents report being satisfied with the effective use of technology in their courses. Overall, responses tend to range from *Satisfied* to *Very Satisfied* (See Figure 66; Institution: $\bar{x} = 4.1$). Respondents from the Online ($\bar{x} = 4.3$) campus report the highest level of satisfaction, followed by respondents from the Instructional Site ($\bar{x} = 4.1$), Pasadena ($\bar{x} = 4.1$), and Off-Site ($\bar{x} = 3.9$) campuses. A one-way ANOVA finds that significant differences exist among the four PO campuses, $F(3, 373) = 3.4$. Specifically, a Tukey post hoc test reports that respondents from the Online ($\bar{x} = 4.3$) campus report a significantly higher level of satisfaction than do respondents from the Off-Site ($\bar{x} = 3.9$) campus.

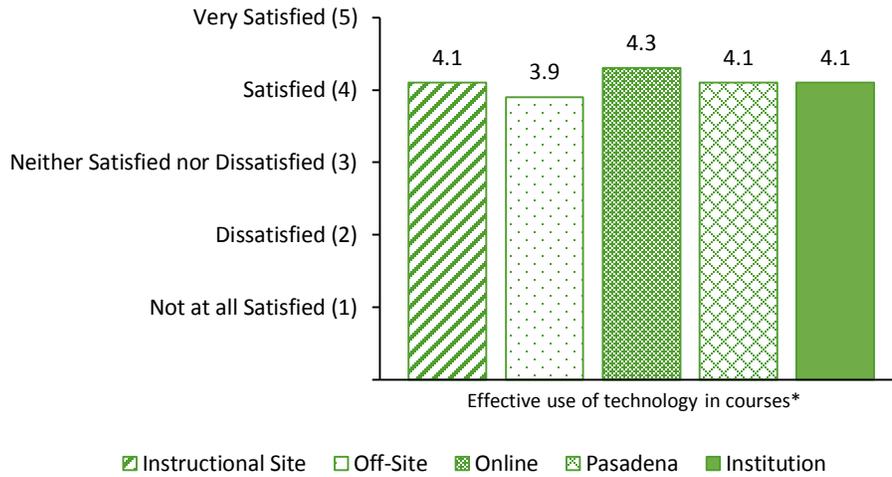
Figure 65: Time it Took for Help Desk to Resolve Issue



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Figure 66: Effective Use of Technology in Courses

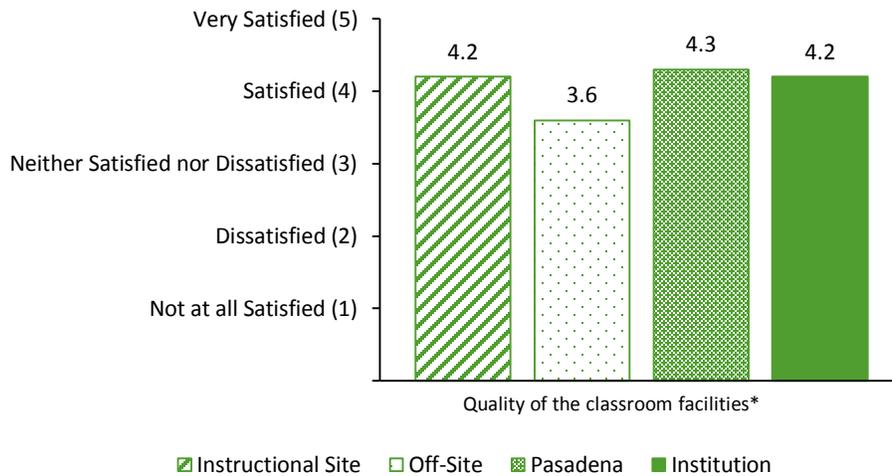


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Quality of the classroom facilities.¹⁹ Overall, respondents report satisfaction with the quality of the classroom facilities with the average response ranging from *Satisfied* to *Very Satisfied* (See Figure 67; \bar{X} = 4.2). Respondents from the Off- Site campus report significantly lower levels of satisfaction than both the Pasadena campus and the Instructional Site campus (Off- Site: \bar{X} = 3.6; Pasadena: \bar{X} = 4.3; Instructional Site: \bar{X} = 4.2; $F(2, 276) = 15.6$).

Figure 67: Quality of Classroom Facilities



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

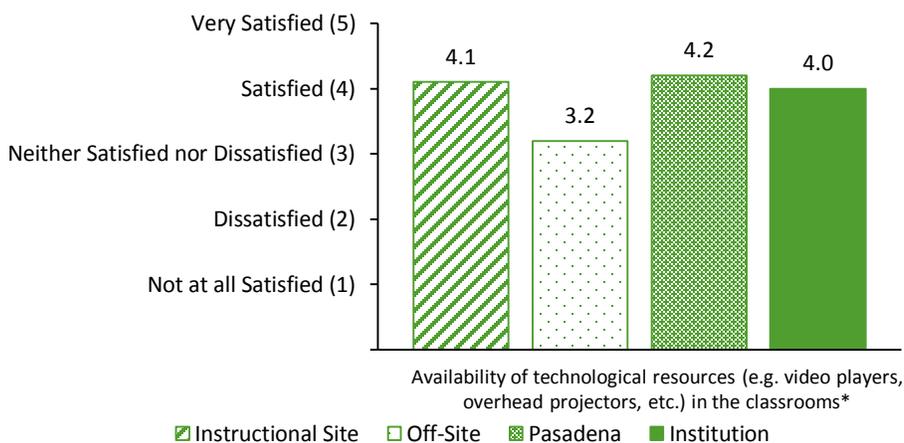
¹⁹ The Online campus did not evaluate this survey item.

Availability of technological resources (e.g. video players, overhead projectors, etc.) in the classrooms. In general, respondents display satisfaction with the availability of technological resources in classrooms with an average response of *Satisfied* (See Figure 68; $\bar{X} = 4.0$). However, respondents from the Off- Site campus report significantly lower levels of satisfaction than respondents from the Pasadena and the Instructional Site campuses (Off- Site: $\bar{X} = 3.2$; Pasadena: $\bar{X} = 4.2$; Instructional Site: $\bar{X} = 4.1$; $F(2, 278) = 29.1$).

Support received from the Student Accounts department. On average, respondents report being somewhat satisfied with the support they receive from the Student Accounts department, with an average response that ranges from *Neither Satisfied nor Dissatisfied* to *Satisfied* (See Figure 69; Institution: $\bar{X} = 3.8$). Respondents from the Online ($\bar{X} = 3.9$) campus report the highest level of satisfaction followed closely by respondents from the Pasadena ($\bar{X} = 3.8$), Instructional Site ($\bar{X} = 3.7$), and Off-Site ($\bar{X} = 3.7$) campuses. However, any of the differences that exist among the campuses are statistically insignificant, $F(3, 369) = 0.3$.

Support/ interaction received from the Student Support Coordinator.²⁰ Overall, respondents report satisfaction with the support and interaction received from the Student Support Coordinator with an average response that ranges from *Satisfied* to *Very Satisfied* (See Figure 70; Institution: $\bar{X} = 4.3$). Respondents from the Instructional Site ($\bar{X} = 4.4$) campus report a higher level of satisfaction than respondents from the Off-Site campus ($\bar{X} = 4.2$).

Figure 68: Availability of Technological Resources in Classrooms



Availability of technological resources (e.g. video players, overhead projectors, etc.) in the classrooms*

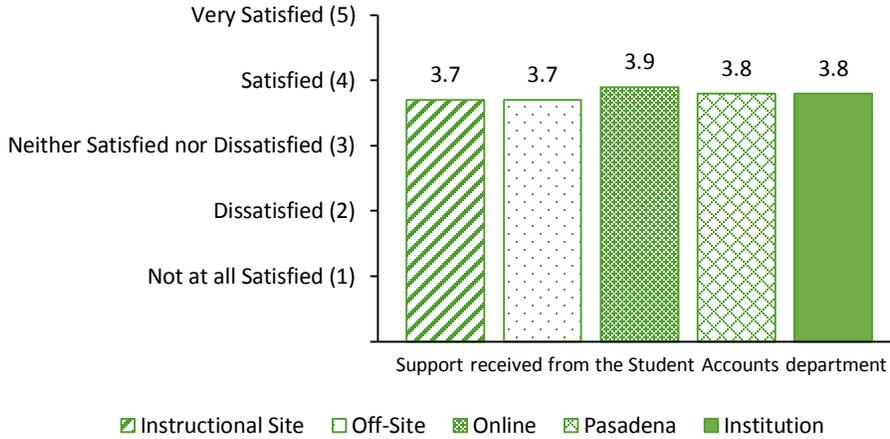
Instructional Site Off-Site Pasadena Institution

Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

²⁰ An ANOVA was not conducted for this survey item because there are less than 20 responses from the Instructional Site campus and Off-Site campus. Additionally, this survey item was only provided to campuses with Student Support Coordinators (i.e., Instructional Site and Off-Site campuses)

Figure 69: Support Received from Student Accounts Department

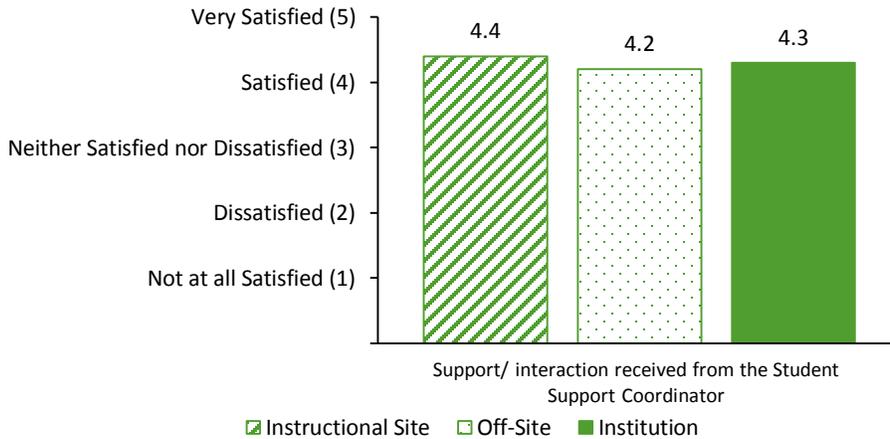


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

How prepared to you feel about the online student account system, Intuit? On average, respondents report feeling prepared about the online student account system, with an average response of *Prepared* (See Table 71; Institution: $\bar{X} = 4.0$). Respondents from the Online ($\bar{X} = 4.1$) campus report the highest level of preparedness, followed by respondents from the Instructional Site ($\bar{X} = 4.0$), Off-Site ($\bar{X} = 3.9$), and Pasadena ($\bar{X} = 3.9$) campuses. Any differences that exist among the campuses are statistically indistinguishable, $F(3, 369) = 0.8$.

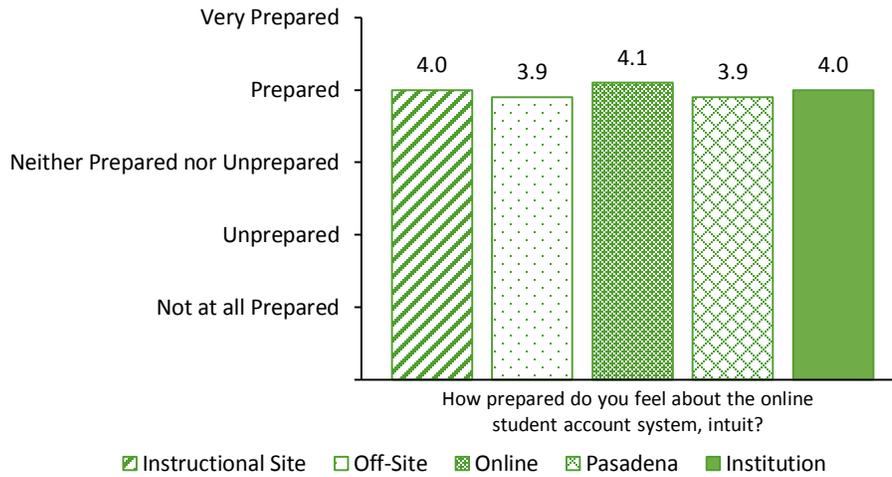
Figure 70: Support/ Interaction Received from the Student Support Coordinator



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Figure 71: Preparedness with Intuit

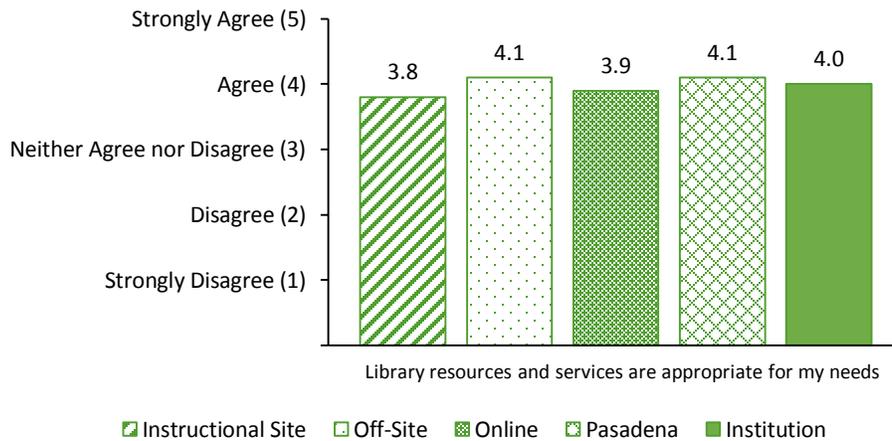


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Library resources and services are appropriate for my needs. On average, respondents agree that library resources and services are appropriate for their needs, with an average response of *Agree* (See Figure 72; Institution: $\bar{X} = 4.0$). Respondents from the Off-Site ($\bar{X} = 4.1$) and Pasadena ($\bar{X} = 4.1$) campuses display higher levels of agreement than respondents from the Online ($\bar{X} = 3.9$) and Instructional Site ($\bar{X} = 3.8$) campuses. However, these differences are trivial, $F(3, 370) = 1.3$.

Figure 72: Library Resources and Services are Appropriate for Needs



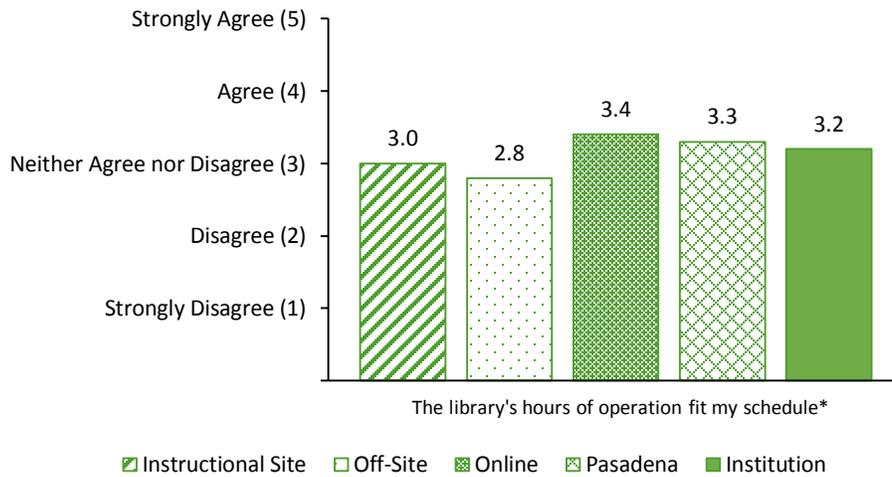
Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

The library's hours of operation fit my schedule.²¹ On average, respondents report low levels of agreement to the statement, *The library's hours of operation fit my schedule*. The typical response ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 73; Institution: $\bar{X} = 3.2$). Respondents from the Online ($\bar{X} = 3.4$) campus report the highest level of agreement, followed by respondents from the Pasadena ($\bar{X} = 3.3$), Instructional Site ($\bar{X} = 3.0$), and Off-Site ($\bar{X} = 2.8$) campuses. A one-way ANOVA reports that significant differences exist among the four PO campuses, $F(3, 371) = 4.9$. Specifically, a Tukey post hoc test reveals that respondents from the Online ($\bar{X} = 3.4$) and Pasadena ($\bar{X} = 3.3$) campuses report significantly higher levels of agreement with this item than do respondents from the Off-Site ($\bar{X} = 2.8$) campus.

The computer lab is appropriate for my needs. On average, respondents somewhat agree that the computer lab is appropriate for their needs, with the overall average response ranging from *Neither Agree nor Disagree* to *Agree* (See Figure 74; Institution: $\bar{X} = 3.7$). Respondents from the Pasadena ($\bar{X} = 4.0$) campus report the highest level of agreement, with an average response of *Agree*. Respondents from the Off-Site ($\bar{X} = 3.5$), Online ($\bar{X} = 3.4$), and Instructional Site ($\bar{X} = 3.0$) campuses report lower levels of agreement with the average response ranging from *Neither Agree nor Disagree* to *Agree*. A one-way ANOVA suggests that significant differences exist among the four PO campuses, $F(3, 371) = 19.6$. Specifically, a Tukey post hoc test reveals that respondents from the Pasadena ($\bar{X} = 4.0$) campus report significantly higher levels of agreement than respondents from the Off-Site ($\bar{X} = 3.5$), Online ($\bar{X} = 3.4$), and Instructional Site ($\bar{X} = 3.0$) campuses. Further, the same post hoc test reveals that respondents from the Off-Site ($\bar{X} = 3.5$) and Online ($\bar{X} = 3.4$) campuses report significantly higher levels of agreement than respondents from the Instructional Site ($\bar{X} = 3.0$) campus

Figure 73: Library Hours Fit Schedule

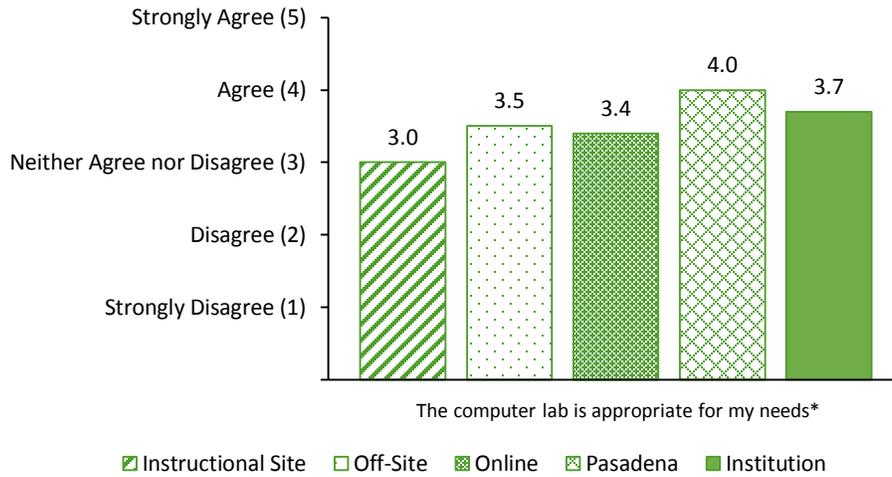


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

²¹ This survey item was reverse coded, such that, the original item read *The library's hours of operation DO NOT fit my schedule*.

Figure 74: Computer Lab Appropriate for Needs

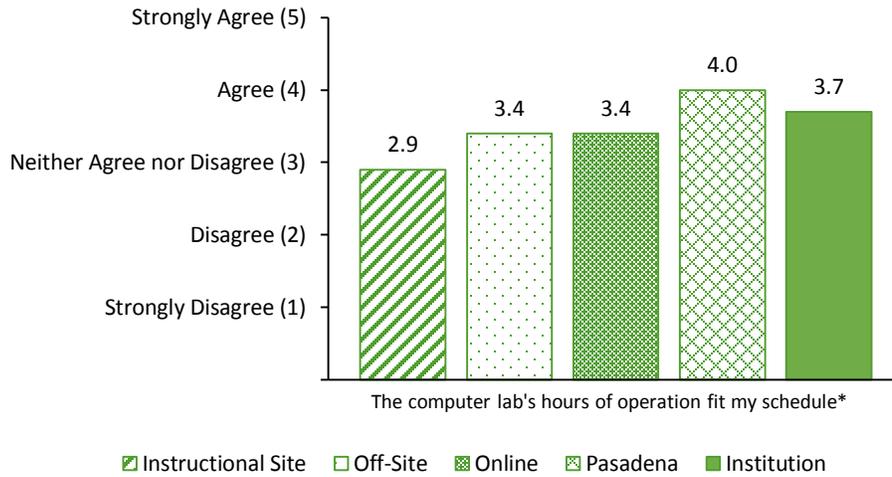


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

The computer lab’s hours of operation fit my schedule. Overall, respondents somewhat agree that the computer lab’s hours of operation fit their schedules. The average response ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 75; Institution: $\bar{X} = 3.7$). Respondents from the Pasadena campus report the highest level of agreement ($\bar{X} = 4.0$), followed by respondents from the Off-Site ($\bar{X} = 3.4$), Online ($\bar{X} = 3.4$), and Instructional Site ($\bar{X} = 2.9$) campuses. A one-way ANOVA finds that significant differences exist among the four PO campuses, $F(3, 369) = 21.7$. Specifically, a Tukey post hoc test reveals that respondents from the Pasadena ($\bar{X} = 4.0$) campus report significantly higher levels of agreement than do respondents from the Online ($\bar{X} = 3.4$), Off-Site ($\bar{X} = 3.4$), and Instructional Site ($\bar{X} = 2.9$) campuses. Further, the same post hoc test reveals that respondents from the Off-Site ($\bar{X} = 3.4$) campus report significantly higher levels of agreement with this item than do respondents from the Instructional Site ($\bar{X} = 2.9$) campus.

Figure 75: Computer Lab Hours Fit Schedule



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

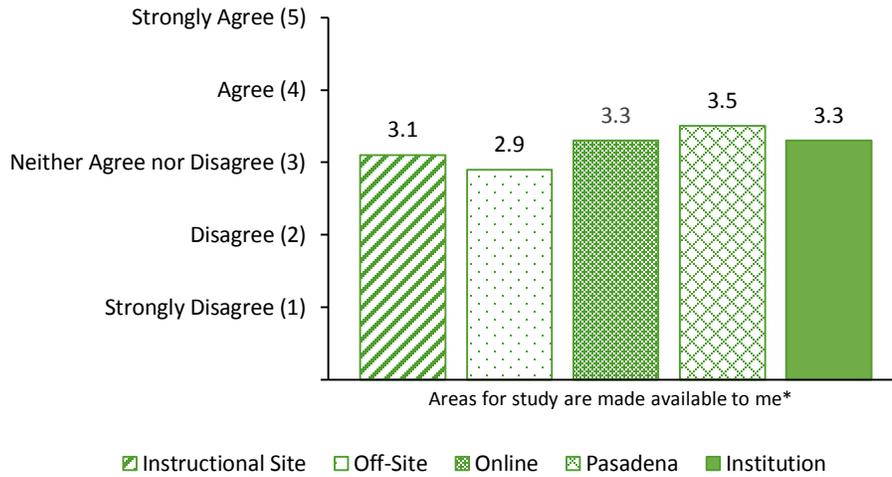
Areas for study are made available to me.²² Respondents report a low level of agreement with the statement, *Areas for study are made available to me*. The average response ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 76; Institution: $\bar{X} = 3.3$). Respondents from the Pasadena ($\bar{X} = 3.5$) campus report the highest level of agreement, followed by respondents from the Online ($\bar{X} = 3.3$) campus, respondents from the Instructional Site ($\bar{X} = 3.1$) campus, and respondents from the Off-Site ($\bar{X} = 2.9$) campus. A Tukey post hoc test finds that the Off-Site campus ($\bar{X} = 2.9$) displays a significantly lower level of agreement with this statement than the Pasadena campus ($\bar{X} = 3.5$)

Student Activities.²³ On average, when asked to evaluate their interest in student activities at PO, respondents report a low level of interest. The average response ranges from *Somewhat Uninterested* to *Somewhat Interested* (See Figure 77; Institution: $\bar{X} = 2.9$). Respondents from the Pasadena ($\bar{X} = 3.0$) campus report the highest level of interest, followed by respondents from the Off-Site ($\bar{X} = 2.8$) and Instructional Site ($\bar{X} = 2.7$) campuses -- any differences that exist among campuses are statistically insignificant, $F(2, 270) = 2.7$.

²² This survey item was reverse coded, such that, the original item read *Areas for study are NOT made available to me*.

²³ The Online campus did not evaluate this survey item.

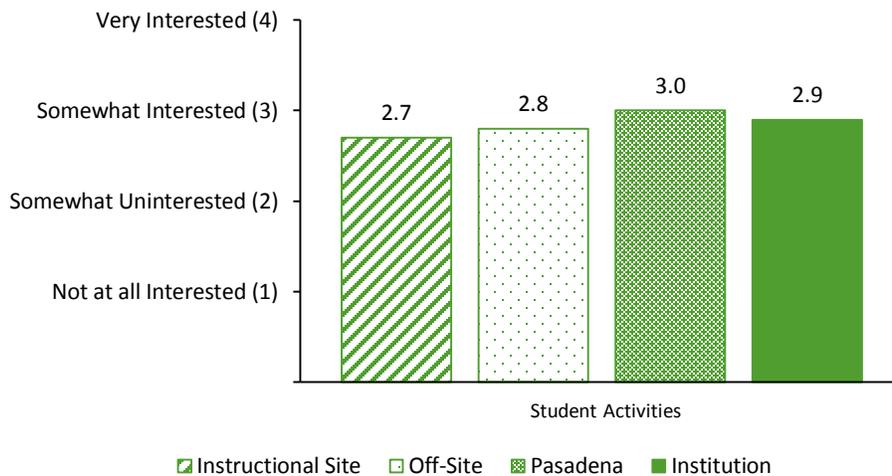
Figure 76: Areas of Study Are Available to Me



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Figure 77: Student Activities



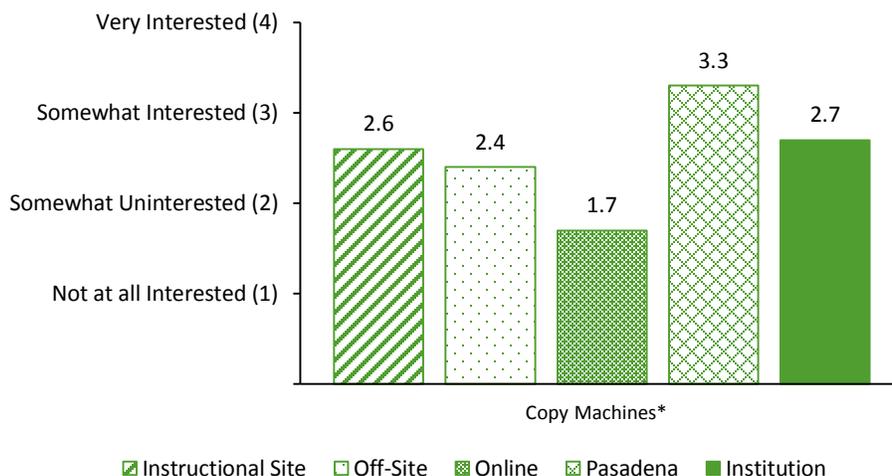
Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Copy Machines. On average, when asked to evaluate their interest with Copy Machines at PO, respondents report a low level of interest with the average response ranging from *Somewhat Uninterested* to *Somewhat Interested* (See Figure 78; Institution: $\bar{X} = 2.7$). Respondents from the Pasadena ($\bar{X} = 3.3$) campus report the highest level of interest, followed by respondents the Instructional Site ($\bar{X} = 2.6$) and Off-Site ($\bar{X} = 2.4$) campuses. Respondents from the Online ($\bar{X} = 1.7$) campus report the lowest level of interest. A one-way ANOVA finds that significant differences exist among the four PO campuses, $F(3, 362) = 49.2$. Specifically, a Tukey post hoc test

reveals that respondents from the Online ($\bar{x} = 1.7$) campus report significantly lower levels of interest regarding this item than respondents from the Instructional Site ($\bar{x} = 2.6$), Off-Site ($\bar{x} = 2.4$), and Pasadena ($\bar{x} = 3.3$) campuses. Further, the same post hoc test reveals that respondents from the Pasadena ($\bar{x} = 3.3$) campus report significantly higher levels of interest regarding this item than do respondents from the Instructional Site ($\bar{x} = 2.6$) and Off-Site ($\bar{x} = 2.4$) campuses.

Figure 78: Copy Machines

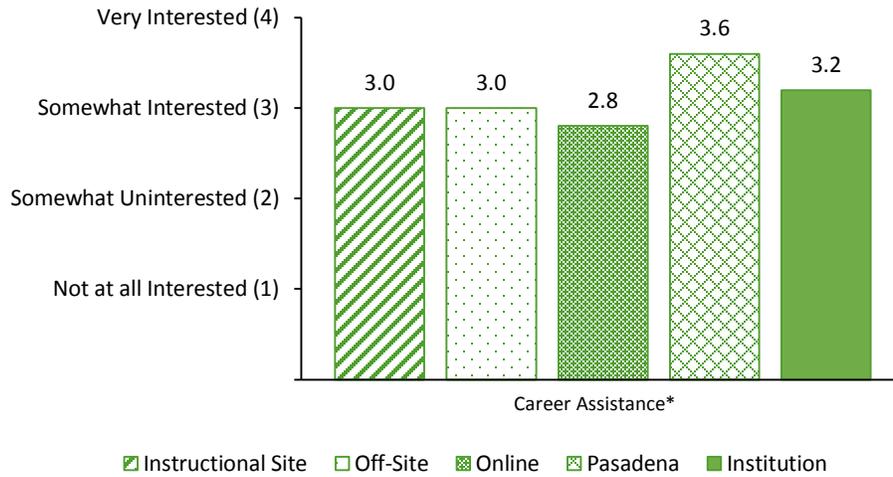


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Career Assistance. On average, when asked to evaluate their interest in Career Assistance at PO, respondents report some interest. The average response ranges from *Somewhat Interested* to *Very Interested* (See Figure 79; Institution: $\bar{x} = 3.2$). Respondents from the Pasadena ($\bar{x} = 3.6$) campus report the highest level of interest, followed by respondents from the Instructional Site ($\bar{x} = 3.0$), Off-Site ($\bar{x} = 3.0$), and Online ($\bar{x} = 2.8$) campuses. A one-way ANOVA reports that significant differences exist among the four PO campuses, $F(3, 361) = 18.3$. Specifically, a Tukey post hoc test reveals that respondents from the Pasadena ($\bar{x} = 3.6$) campus report significantly higher levels of interest than respondents from the Instructional Site ($\bar{x} = 3.0$), Off-Site ($\bar{x} = 3.0$), and Online ($\bar{x} = 2.8$) campuses.

Figure 79: Career Assistance



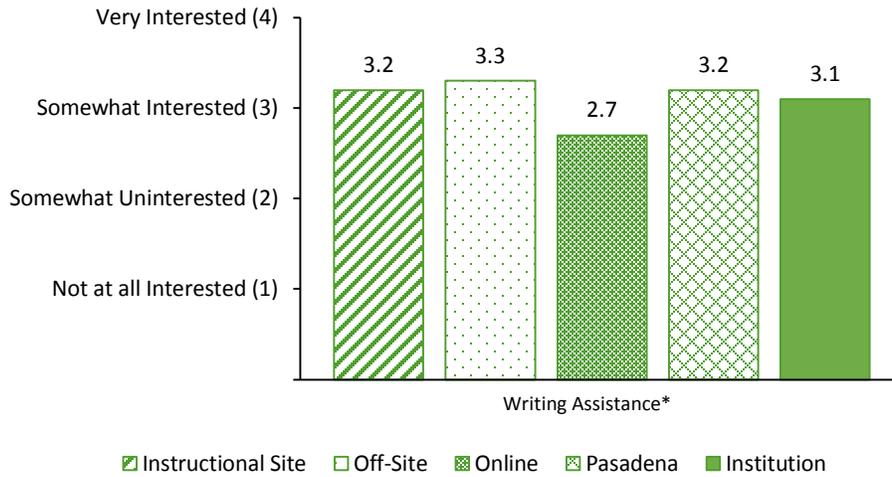
Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Writing Assistance. On average, when asked to evaluate their interest in Writing Assistance at PO, respondents report some interest. The overall average response ranges from *Somewhat Interested* to *Very Interested* (See Figure 80; Institution: $\bar{X} = 3.1$). Respondents from the Off-Site ($\bar{X} = 3.3$) campus report the highest level of interest followed by the Instructional Site ($\bar{X} = 3.2$) and Pasadena ($\bar{X} = 3.2$) campuses. Respondents from the Online ($\bar{X} = 2.7$) campus report the lowest level of interest regarding this item. A one-way ANOVA finds that significant differences exist among the four PO campuses, $F(3, 361) = 7.9$. Specifically, a Tukey post hoc test reveals that respondents from the Off-Site and Pasadena campuses report significantly higher levels of agreement regarding this item than do respondents from the Online ($\bar{X} = 2.7$) campus.

Daytime Courses. On average, when asked to evaluate their interest in Daytime Courses at Pacific Oaks, respondents report a low level of interest. The average response ranges from *Somewhat Uninterested* to *Somewhat Interested* (See Figure 81; Institution: $\bar{X} = 2.6$). Respondents from the Pasadena ($\bar{X} = 2.8$) campus report the highest level of interest, followed by respondents from the Instructional Site ($\bar{X} = 2.4$) and Off-Site ($\bar{X} = 2.1$) campuses. A one-way ANOVA finds that significant differences exist, $F(2, 269) = 8.5$ with a Tukey post hoc test reporting that respondents from the Pasadena ($\bar{X} = 2.8$) campus are significantly more likely to report interest in Daytime Courses than respondents from the Off-Site ($\bar{X} = 2.1$) campus.

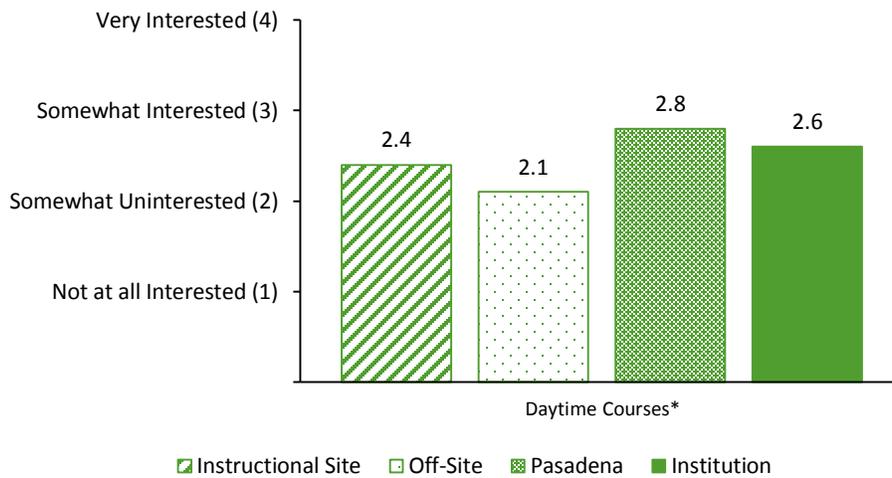
Figure 80: Writing Assistance



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Figure 81: Daytime Courses



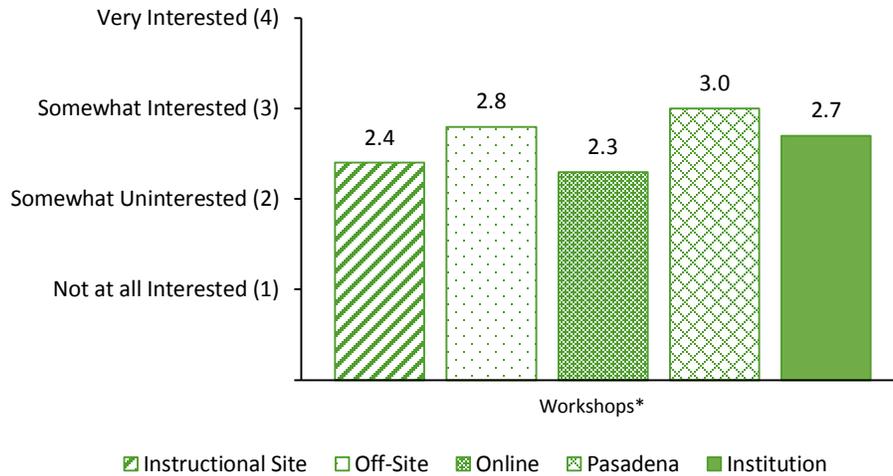
Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Workshops. On average, when asked to express their interest level in Workshops, respondents report a low level of interest. The average response ranges from *Somewhat Uninterested* and *Somewhat Interested* (See Figure 82; Institution: $\bar{X} = 2.7$). Respondents from the Pasadena ($\bar{X} = 3.0$) campus report the highest level of interest, followed by the Off-Site ($\bar{X} = 2.8$), Instructional Site ($\bar{X} = 2.4$), and Online ($\bar{X} = 2.3$) campuses. A one-way ANOVA reports that significant differences exist among the four PO campuses, $F(3, 282) = 8.1$. Specifically, a

Tukey post hoc test reveals that respondents from the Pasadena ($\bar{x} = 3.0$) campus report significantly higher levels of interest than do respondents from the Online ($\bar{x} = 2.3$) campus.

Figure 82: Workshops



Note: *p-value ≤ 0.05

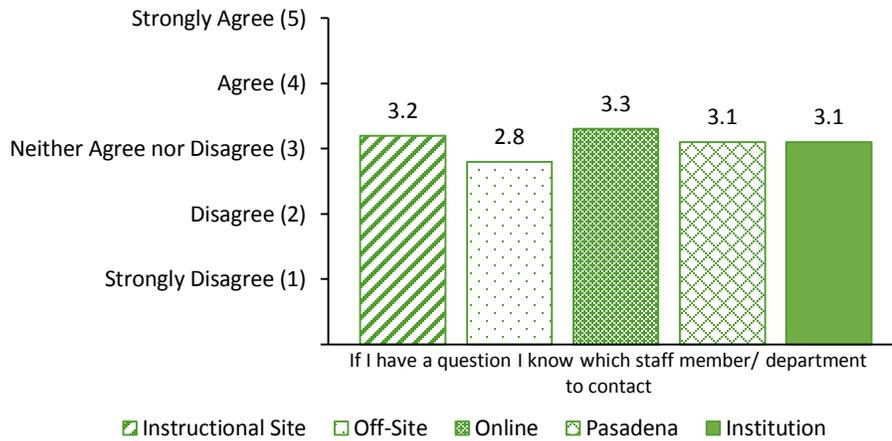
Data Source: PO Student Satisfaction Survey, Spring 2016

Communication & Safety at Pacific Oaks

Respondents were asked to evaluate five survey items related to communication and campus safety at PO. All items were evaluated on a five-point Agreement Scale (*Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), Strongly Agree (5)*).

If I have a question I know which staff member/ department to contact.²⁴ Respondents were asked to evaluate their level of agreement with the statement, *If I have a question I know which staff member/ department to contact*. On average, respondents report a low level of agreement with this statement. The typical response ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 83; Institution: $\bar{X} = 3.1$). Respondents from the Online ($\bar{X} = 3.3$) campus report the highest level of agreement, followed by respondents from the Instructional Site ($\bar{X} = 3.2$) and Pasadena ($\bar{X} = 3.1$) campuses. Respondents from the Off-Site ($\bar{X} = 2.8$) campus report the lowest level of agreement with the statement. However, any of the differences that exist among the campuses are statistically insignificant, $F(3, 368) = 2.3$.

Figure 83: I Know Which Staff Member/ Department to Contact for Question



Note: *p-value ≤ 0.05

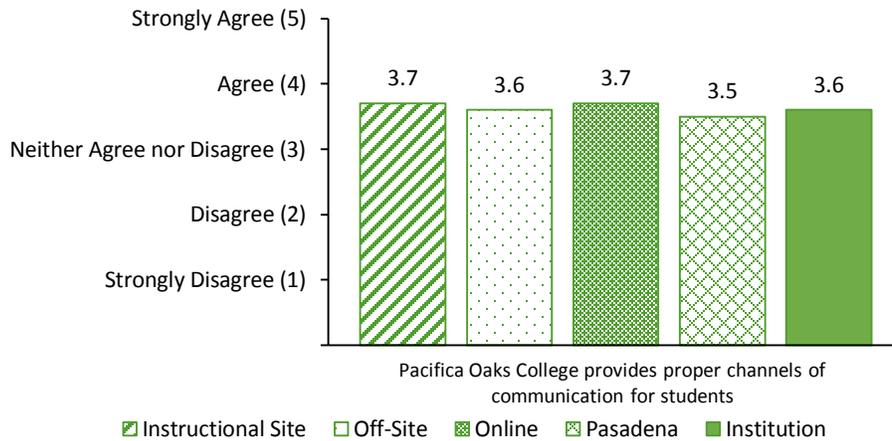
Data Source: PO Student Satisfaction Survey, Spring 2016

Pacific Oaks College provides proper channels of communication for students. Respondents were asked if PO provides proper channels of communication for students, overall, they somewhat agree with this item. The average response ranges from *Neither Agree nor Disagree* to *Agree* (See Figure 84; Institution: $\bar{X} = 3.6$). Overall, responses among the four campuses are consistent, $F(3, 366) = 0.9$, with the Instructional Site ($\bar{X} = 3.7$) and

²⁴ This survey item was reverse coded, such that, the original item read *If I have a question I DO NOT know which staff member/ department to contact*.

Online ($\bar{X} = 3.7$) campuses reporting the highest levels of agreement followed by the Off-Site ($\bar{X} = 3.6$) campus and the Pasadena ($\bar{X} = 3.5$) campus.

Figure 84: PO Provides Proper Channels of Communication for Students

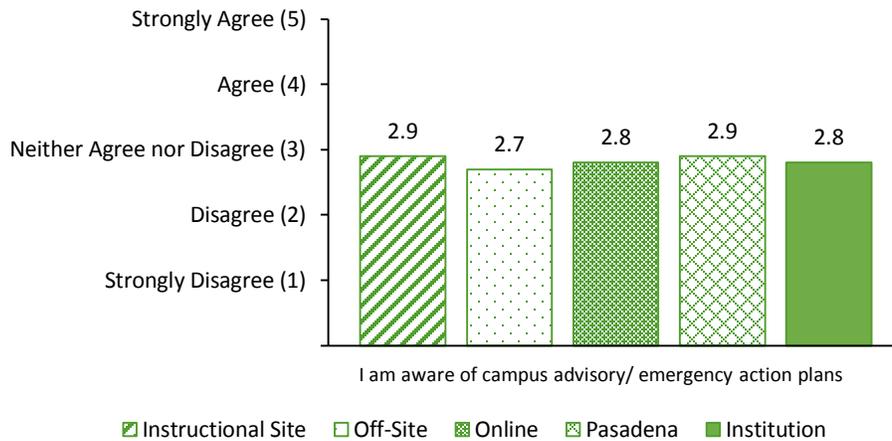


Note: *p-value ≤ 0.05
 Data Source: PO Student Satisfaction Survey, Spring 2016

I am aware of campus advisory/ emergency action plans.²⁵ On average, respondents report little awareness of PO’s campus advisory/ emergency action plans. The typical response ranges from *Disagree* to *Neither Agree nor Disagree* (See Figure 85; Institution: $\bar{X} = 2.8$). Overall, responses among the campuses are consistent, $F(3, 368) = 0.6$ (Instructional Site: $\bar{X} = 2.9$; Pasadena: $\bar{X} = 2.9$; Online: $\bar{X} = 2.8$; Off-Site: $\bar{X} = 2.7$).

²⁵ This survey item was reverse coded, such that, the original item read *I am NOT aware of campus advisor/ emergency plans*.

Figure 85: Awareness of Campus Advisory/ Emergency Action Plans



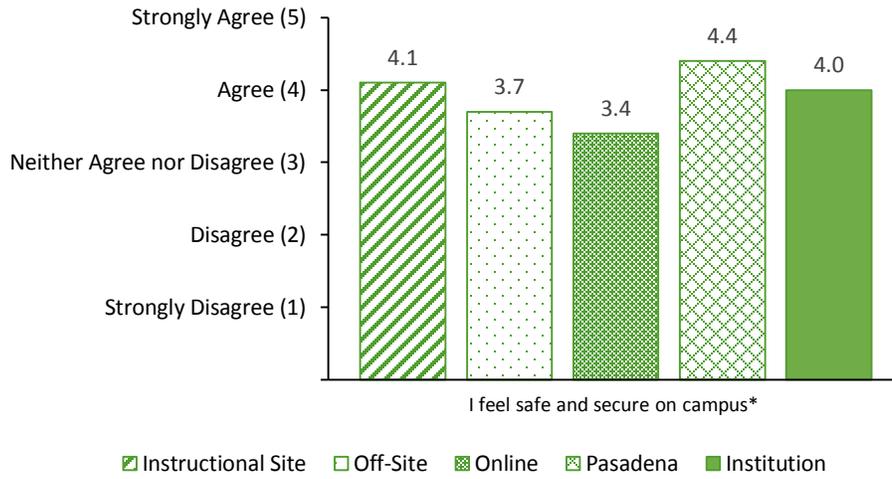
Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

I feel safe and secure on campus. Typically, respondents agree that they feel safe and secure on campus with an average response of *Agree* (See Figure 86; $\bar{X} = 4.0$). Respondents from Pasadena ($\bar{X} = 4.4$) report the highest level of agreement, followed by respondents from the Instructional Site ($\bar{X} = 4.1$) campus, the Off-Site ($\bar{X} = 3.7$) campus, and the Online campus ($\bar{X} = 3.4$). A one-way ANOVA finds that significant differences exist among the PO campuses, $F(3, 365) = 34.5$ with a Tukey post hoc test revealing that respondents from the Online ($\bar{X} = 3.4$) campus report a significantly lower level of agreement with the statement than respondents from the Instructional Site ($\bar{X} = 4.1$) and the Pasadena campuses ($\bar{X} = 4.4$). Additionally, respondents from the Pasadena ($\bar{X} = 4.4$) campus report higher levels of agreement than the Off-Site ($\bar{X} = 3.7$) campus.

I feel the information I send and receive online is secure (email, Canvas, etc.). On average, respondents report agreement with the item, *I feel the information I send and receive online is secure*, with a typical response ranging from *Agree* to *Strongly Agree* (See Figure 87; Institution: $\bar{X} = 4.2$). Overall, responses among the four campuses are consistent, $F(3, 368) = 0.7$. Respondents from the Off-Site ($\bar{X} = 4.3$) report the highest level of agreement with the Instructional Site, Online, and Pasadena campuses reporting the same level of agreement ($\bar{X} = 4.1$).

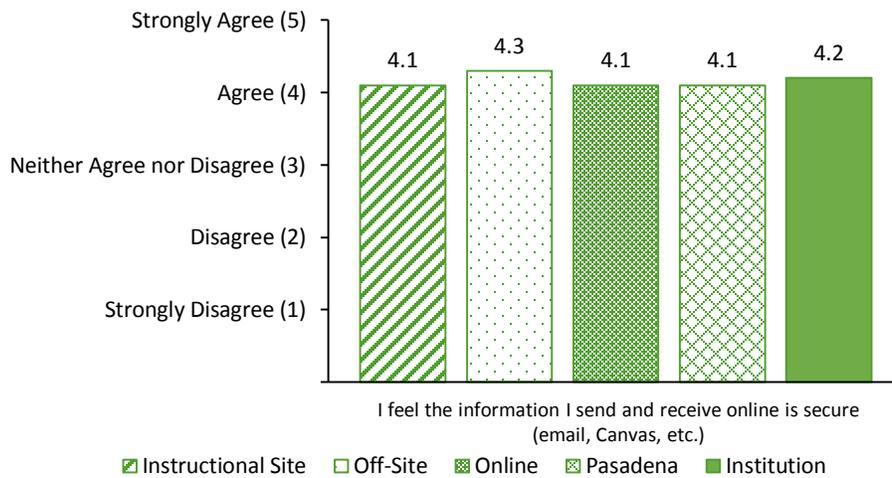
Figure 86: Feel Safe and Secure on Campus



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Figure 87: Information Sent and Received Online is Secure



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

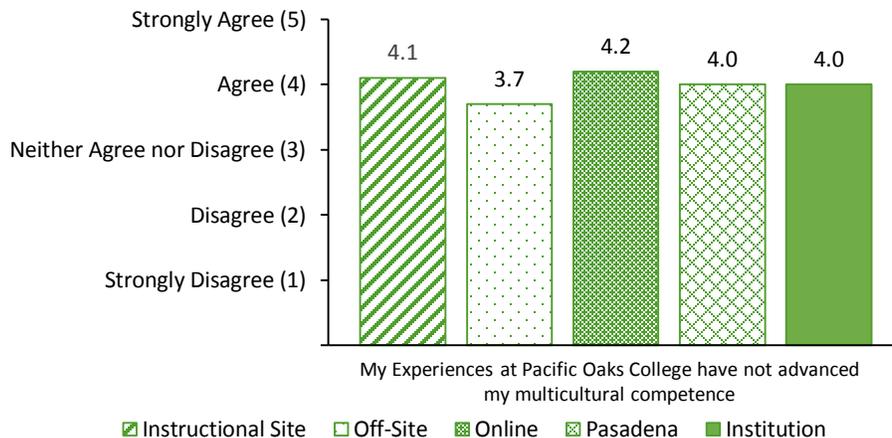
Professional Behavior

Respondents were asked five survey items that assess the effect PO has had on respondents' professional behavior. All items were evaluated using a five-point Agreement Scale (*Strongly Disagree (1), Disagree (2), Neither Agree nor Disagree (3), Agree (4), Strongly Agree (5)*).

My experiences at Pacific Oaks College have...

Advanced my multicultural competence.²⁶ On average, respondents agree that their experiences at PO have advanced their multicultural competence, with an average response of *Agree* (See Figure 88; Institution: \bar{X} = 4.0). Respondents from the Online (\bar{X} = 4.2) campus report the highest level of agreement, followed by respondents from the Instructional Site (\bar{X} = 4.1), Pasadena (\bar{X} = 4.0), and Off-Site (\bar{X} = 3.7) campuses. However, any differences that exist between campuses are statistically insignificant, $F(3, 364) = 2.5$.

Figure 88: Experiences at PO Have Advanced Multicultural Competence



Note: *p-value ≤ 0.05

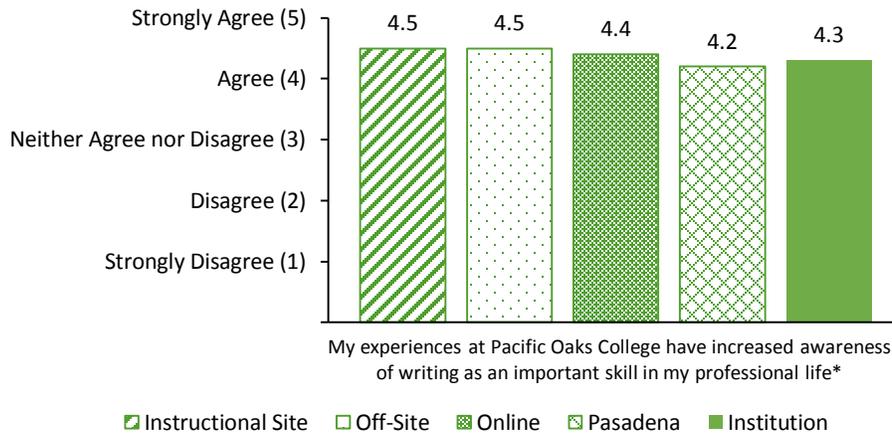
Data Source: PO Student Satisfaction Survey, Spring 2016

Increased my awareness of writing as an important skill in my professional life. Overall, respondents agree with the statement, *My experiences at Pacific Oaks College have increased awareness of writing as an important skill in my professional life*. The average response ranges from *Agree* to *Strongly Agree* (See Figure 89; Institution: \bar{X} = 4.3). Respondents from the Instructional Site (\bar{X} = 4.5) and Off-Site (\bar{X} = 4.5) campuses report the highest levels of agreement, followed closely by respondents from the Online (\bar{X} = 4.4) and Pasadena (\bar{X} = 4.2)

²⁶ This survey item was reverse coded, such that, the original item read *My experiences at Pacific Oaks College have NOT advanced my multicultural competence*.

campuses. A one-way ANOVA find that significant differences exist among the four PO campuses, $F(3, 362) = 2.9$. Specifically, a Tukey post hoc test reveals that respondents from the Off-Site ($\bar{X} = 4.5$) campus report a significantly higher level of agreement with this statement than respondents from the Pasadena ($\bar{X} = 4.2$) campus.

Figure 89: Experiences at PO Increased Awareness to Writing as an Important Skill

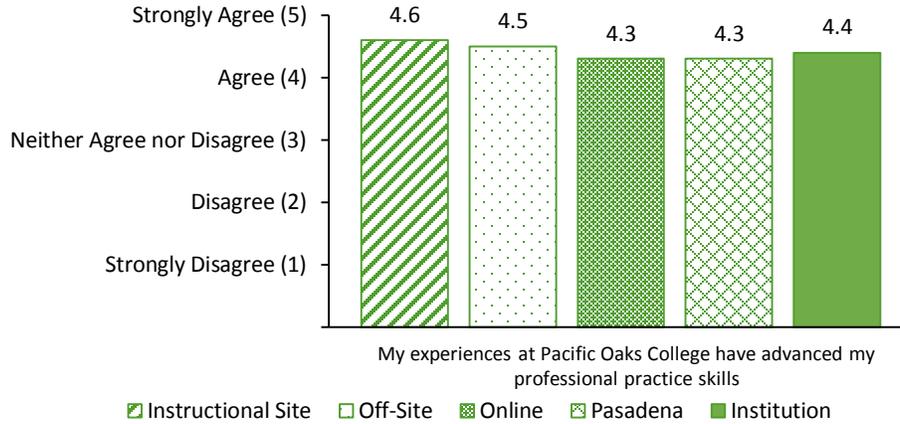


Note: *p-value ≤ 0.05
 Data Source: PO Student Satisfaction Survey, Spring 2016

Advanced my professional practice skills. Overall, respondents agree with the statement, *My experiences at Pacific Oaks College have advanced my professional practice skills*. The average response ranges from *Agree* to *Strongly Agree* (See Figure 90; Institution: $\bar{X} = 4.4$). Respondents from the Instructional Site ($\bar{X} = 4.6$) report the highest level of agreement with this statement, followed by respondents from the Off-Site ($\bar{X} = 4.5$), Online ($\bar{X} = 4.3$), and Pasadena ($\bar{X} = 4.3$) campuses. Responses among the four campuses are extremely consistent, such that, no statistical differences exist in evaluations, $F(3, 362) = 1.7$.

Prepared me to behave in a professional manner. Overall, respondents agree with the statement, *My experiences at Pacific Oaks College have prepared me to behave in a professional manner*. The average response ranges from *Agree* to *Strongly Agree* (See Figure 91; Institution $\bar{X} = 4.3$). Respondents from the Instructional Site ($\bar{X} = 4.4$) campus report the highest level of agreement, followed closely by respondents from the Off-Site ($\bar{X} = 4.3$), Pasadena ($\bar{X} = 4.3$), and Online ($\bar{X} = 4.2$) campuses. Any differences that exist among the campuses are minute, $F(3, 363) = 0.6$.

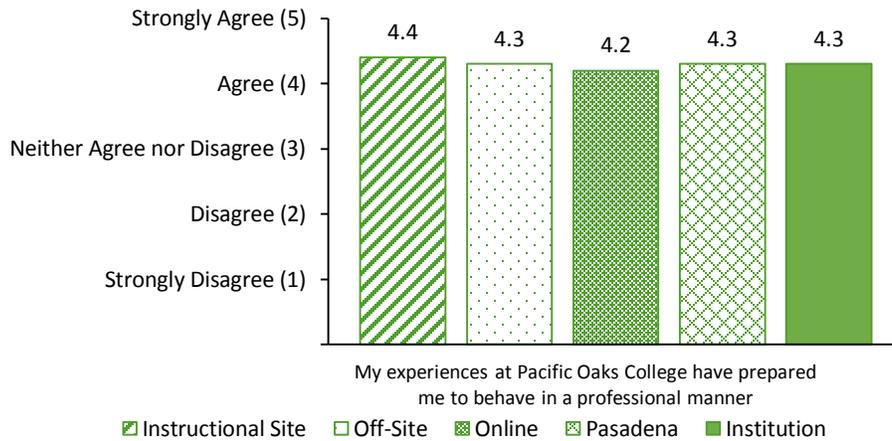
Figure 90: Experiences at PO Advanced Professional Practice Skills



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Figure 91: Experiences at PO Prepared Individual to Behave in Professional Manner

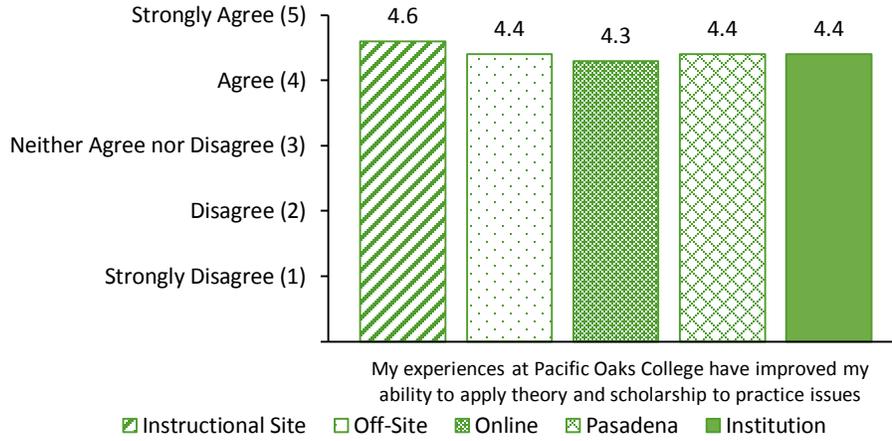


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Improved my ability to apply theory and scholarship to practice issues. Overall, respondents agree with the statement, *My experiences at Pacific Oaks College have improved my ability to apply theory and scholarship to practice issues*. Responses tend to range from *Agree* to *Strongly Agree* (See Figure 92; Institution: $\bar{X} = 4.4$). Responses from the four campuses are extremely consistent, $F(3, 364) = 1.5$, with respondents from the Instructional Site ($\bar{X} = 4.6$) campus reporting the highest level of agreement, followed closely by the Off-Site ($\bar{X} = 4.4$), Pasadena ($\bar{X} = 4.4$), and Online ($\bar{X} = 4.3$) campuses.

Figure 92: Experiences at POC Improved Ability to Apply Theory and Scholarship to Practice Issues



Note: *p-value ≤ 0.05

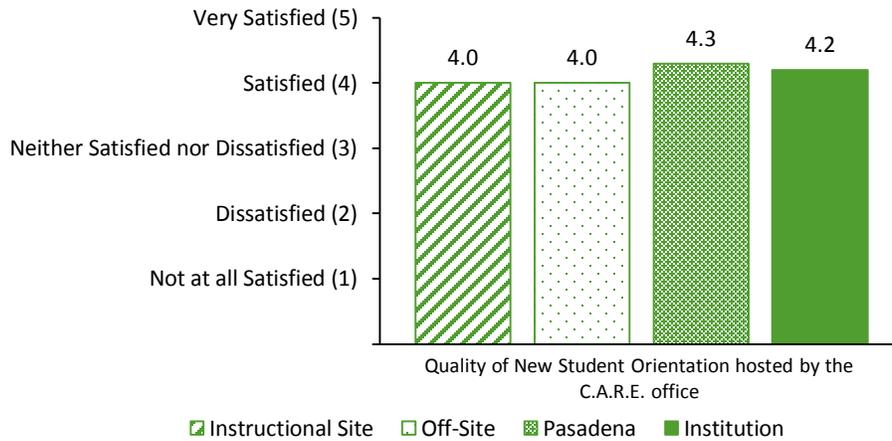
Data Source: PO Student Satisfaction Survey, Spring 2016

New Student Orientation

New students²⁷ were asked to evaluate their satisfaction with the orientation and information session relevant to their particular campus and program. Items²⁸ were evaluated using a five-point Satisfaction Scale (*Not at all Satisfied (1), Dissatisfied (2), Neither Satisfied nor Dissatisfied (3), Satisfied (4), Very Satisfied (5)*).

Quality of New Student Orientation hosted by the C.A.R.E. office.²⁹ Overall, respondents display satisfaction with the, *Quality of New Student Orientation hosted by the C.A.R.E. office*. The typical response tends to range from *Satisfied* to *Very Satisfied* (See Figure 93; Institution: $\bar{X} = 4.2$). The Pasadena campus reports the highest level of satisfaction while the Instructional Site and Off- Site campuses report similar levels of satisfaction (Instructional Site: $\bar{X} = 4.0$; Off- Site: $\bar{X} = 4.0$; Pasadena: $\bar{X} = 4.3$).

Figure 93: Quality of New Student Orientation Hosted by the C.A.R.E. Office



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Quality of Information Session hosted by the Admissions Department.³⁰ In general, respondents are satisfied with the *Quality of Information Session hosted by the Admissions Department*. The average response ranges

²⁷ New students are defined as individuals actively enrolled in a Spring 2016 term for their first term at PO.

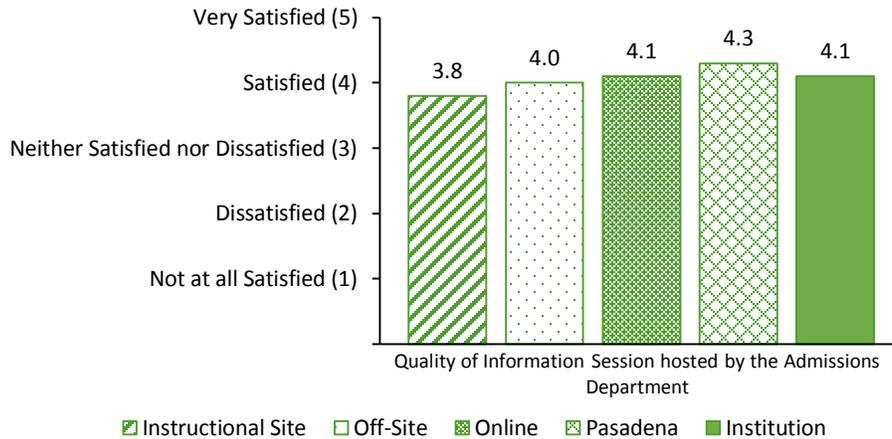
²⁸ Due to the low number of responses, an ANOVA was not conducted for any survey items in this section.

²⁹ An ANOVA was not conducted for this survey item because there are less than 20 responses from the Instructional Site campus and Off-Site campus. Additionally, this survey item was only provided to campuses with access to the New Student Orientation hosted by the C.A.R.E. Office (i.e., Instructional Site, Off-Site, and Pasadena campuses)

³⁰ An ANOVA was not conducted for this survey item because there are less than 20 responses from the Pasadena campus and Off-Site campus.

from *Satisfied* to *Very Satisfied* (See Figure 94; Institution: \bar{X} = 4.1). Respondents from the Pasadena campus (\bar{X} = 4.3) display the highest level of satisfaction followed by respondents from the Online (\bar{X} = 4.1), Off- Site (\bar{X} = 4.0), and Instructional Site (\bar{X} = 3.8) campuses.

Figure 94: Quality of Information Session Hosted by the Admissions Department

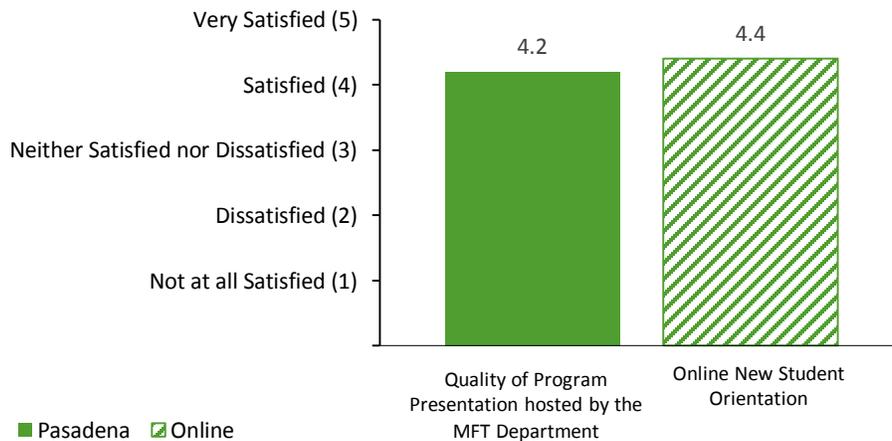


Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Quality of Program Presentation hosted by the MFT Department. Overall, new student respondents from the MFT department report satisfaction with the quality of the Program Presentation hosted by their department. The average response ranges from *Satisfied* to *Very Satisfied* (See Figure 95; \bar{X} = 4.2).

Figure 95: Quality of Program Presentation hosted by the MFT & Online New Student Orientation



Note: *p-value ≤ 0.05

Data Source: PO Student Satisfaction Survey, Spring 2016

Online New Student Orientation. New student respondents from the Online campus report satisfaction with New Student Orientation with the average response ranging from *Satisfied* to *Very Satisfied* (See Figure 95; \bar{X} = 4.4).

Student Satisfaction Survey Topline³¹
Spring 2016
(n = 393)

Section 1. Overall Satisfaction

Pacific Oaks College values your opinion of the institution. When responding to the statements, please think about your time here as a student.

How satisfied are you with your OVERALL academic experience at Pacific Oaks College? Are you Very Satisfied, Satisfied, Neither Satisfied nor Dissatisfied, Dissatisfied, or Not at all Satisfied?

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(46)	(99)	(207)	(388)
Not at all Satisfied	0.0	2.2	1.0	2.4	1.8
Dissatisfied	2.8	6.5	6.1	6.3	5.9
Neither Satisfied nor Dissatisfied	8.3	8.7	7.1	6.8	7.2
Satisfied	52.8	43.5	38.4	44.4	43.6
Very Satisfied	36.1	39.1	47.5	40.1	41.5

Please rate your level of agreement with the following statements. Do you Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree?

I made the right choice by enrolling at Pacific Oaks College

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(48)	(99)	(209)	(392)
Strongly Disagree	0.0	0.0	2.0	2.4	1.8
Disagree	5.6	6.3	2.0	4.3	4.1
Neither Agree nor Disagree	2.8	6.3	10.1	9.6	8.7
Agree	30.6	41.7	30.3	34.9	34.2
Strongly Agree	61.1	45.8	55.6	48.8	51.3

³¹ Note: Due to rounding, each column may not sum to 100.0%. Tables report valid percentages; valid n's are in parenthesis.
 Office of Institutional Research | OIR@tcsedsystem.edu | (312) 379 – 1694 | Spring 2016

I would recommend Pacific Oaks College to friends/ family considering careers in human development, early childhood education, marital & family therapy, or teaching

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(48)	(99)	(209)	(392)
Strongly Disagree	2.8	6.3	3.0	5.3	4.6
Disagree	5.6	4.2	7.1	5.7	5.9
Neither Agree nor Disagree	5.6	8.3	5.1	13.9	10.2
Agree	30.6	41.7	30.3	33.0	33.2
Strongly Agree	55.6	39.6	54.5	42.1	46.2

My overall experience at Pacific Oaks College has met my expectations.

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(48)	(99)	(208)	(391)
Strongly Disagree	0.0	4.2	3.0	3.4	3.1
Disagree	11.1	10.4	9.1	13.0	11.5
Neither Agree nor Disagree	11.1	14.6	8.1	15.4	13.0
Agree	41.7	35.4	37.4	35.1	36.3
Strongly Agree	36.1	35.4	42.4	33.2	36.1

As a student of Pacific Oaks College, I am able to maintain a healthy balance between my personal life and my course work/ training

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(48)	(99)	(209)	(392)
Strongly Disagree	2.8	2.1	2.0	3.8	3.1
Disagree	5.6	4.2	6.1	10.5	8.2
Neither Agree nor Disagree	8.3	12.5	13.1	17.2	14.8
Agree	52.8	47.9	37.4	40.2	41.6
Strongly Agree	30.6	33.3	41.4	28.2	32.4

In general, we are interested in your overall satisfaction with Pacific Oaks College. How important, if at all, would you say the following items are to your overall satisfaction with Pacific Oaks College?

Access to academic support services provided by individual faculty

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(48)	(98)	(207)	(389)
Not at all Important	0.0	0.0	0.0	1.0	0.5
Unimportant	0.0	0.0	1.0	0.5	0.5
Neither Important nor Unimportant	0.0	2.1	5.1	3.4	3.3
Important	33.3	33.3	29.6	29.5	30.3
Very Important	66.7	64.6	64.3	65.7	65.3

Access to academic support services provided by the Library

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(48)	(98)	(207)	(389)
Not at all Important	0.0	0.0	0.0	0.5	0.3
Unimportant	0.0	0.0	2.0	0.0	0.5
Neither Important nor Unimportant	27.8	2.1	17.3	7.2	11.1
Important	41.7	43.8	33.7	39.1	38.6
Very Important	30.6	54.2	46.9	53.1	49.6

Access to academic support services provided by C.A.R.E.

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(48)	(97)	(207)	(388)
Not at all Important	0.0	0.0	1.0	0.0	0.3
Unimportant	5.6	0.0	5.2	3.9	3.9
Neither Important nor Unimportant	41.7	10.4	24.7	14.5	19.1
Important	27.8	47.9	39.2	42.0	40.7
Very Important	25.0	41.7	29.9	39.6	36.1

Learning the most you can from every experience

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(48)	(97)	(207)	(388)
Not at all Important	0.0	0.0	0.0	0.0	0.0
Unimportant	0.0	0.0	0.0	0.5	0.3
Neither Important nor Unimportant	2.8	0.0	0.0	1.4	1.0
Important	38.9	25.0	29.9	19.3	24.5
Very Important	58.3	75.0	70.1	78.7	74.2

The academic rigor of your degree program

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(48)	(97)	(207)	(388)
Not at all Important	0.0	0.0	0.0	0.0	0.0
Unimportant	0.0	0.0	2.1	0.0	0.5
Neither Important nor Unimportant	11.1	4.2	3.1	3.4	4.1
Important	41.7	29.2	38.1	27.1	31.4
Very Important	47.2	66.7	56.7	69.6	63.9

The value that PO places on each individual student

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(48)	(98)	(207)	(388)
Not at all Important	0.0	0.0	1.0	0.0	0.3
Unimportant	0.0	0.0	0.0	1.0	0.5
Neither Important nor Unimportant	2.9	4.2	1.0	1.9	2.1
Important	37.1	18.8	23.5	19.3	21.9
Very Important	60.0	77.1	74.5	77.8	75.3

Being at a college that shares your vision for society

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(46)	(98)	(207)	(387)
Not at all Important	0.0	0.0	0.0	0.0	0.0
Unimportant	0.0	0.0	1.0	0.5	0.5
Neither Important nor Unimportant	0.0	4.3	3.1	2.9	2.8
Important	33.3	15.2	27.6	18.8	22.0
Very Important	66.7	80.4	68.4	77.8	74.7

Employment in a new career after graduation

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(47)	(98)	(207)	(387)
Not at all Important	0.0	0.0	2.0	1.0	1.0
Unimportant	2.9	2.1	2.0	0.5	1.3
Neither Important nor Unimportant	17.1	2.1	13.3	5.3	8.0
Important	37.1	21.3	22.4	13.5	18.9
Very Important	42.9	74.5	60.2	79.7	70.8

Advancement in your current employment

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(48)	(97)	(204)	(385)
Not at all Important	0.0	0.0	1.0	1.5	1.0
Unimportant	0.0	0.0	1.0	1.0	0.8
Neither Important nor Unimportant	13.9	0.0	6.2	11.8	9.1
Important	27.8	18.8	26.8	21.6	23.1
Very Important	58.3	81.3	64.9	64.2	66.0

Being able to take required courses in an online delivery mode

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(48)	(98)	(207)	(388)
Not at all Important	5.7	4.2	0.0	10.1	6.4
Unimportant	8.6	2.1	2.0	5.3	4.4
Neither Important nor Unimportant	28.6	16.7	1.0	20.3	15.7
Important	22.9	27.1	17.3	24.6	22.9
Very Important	34.3	50.0	79.6	39.6	50.5

Being able to take required courses at an instructional/ off-site cohort

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(48)	()	()	(84)
Not at all Important	0.0	0.0	--	--	0.0
Unimportant	0.0	0.0	--	--	0.0
Neither Important nor Unimportant	8.3	2.1	--	--	4.8
Important	22.2	20.8	--	--	21.4
Very Important	69.4	77.1	--	--	73.8

Having face to face contact with Financial Aid counselors

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(48)	()	()	(84)
Not at all Important	5.6	2.1	--	--	3.6
Unimportant	8.3	2.1	--	--	4.8
Neither Important nor Unimportant	11.1	8.3	--	--	9.5
Important	36.1	22.9	--	--	28.6
Very Important	38.9	64.6	--	--	53.6

Section 2. Academic Factors

In order to provide a quality education experience, Pacific Oaks College relies on student feedback to inform future improvements to your degree program.

Now, we would like to know how satisfied, if at all, you are with Pacific Oaks over the past academic year. Please indicate your level of satisfaction with the following items.

Quality of instruction provided by faculty

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(46)	(97)	(202)	(381)
Not at all Satisfied	0.0	0.0	3.1	2.0	1.8
Dissatisfied	0.0	17.4	4.1	3.5	5.0
Neither Satisfied nor Dissatisfied	11.1	2.2	6.2	7.4	6.8
Satisfied	50.0	26.1	40.2	43.6	41.2
Very Satisfied	38.9	54.3	46.4	43.6	45.1

Consistency of instruction across faculty

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(46)	(95)	(202)	(379)
Not at all Satisfied	2.8	0.0	4.2	4.5	3.7
Dissatisfied	11.1	13.0	11.6	12.9	12.4
Neither Satisfied nor Dissatisfied	13.9	6.5	9.5	9.9	9.8
Satisfied	38.9	32.6	38.9	40.6	39.1
Very Satisfied	33.3	47.8	35.8	32.2	35.1

Intellectual challenge of the course work

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(47)	(96)	(202)	(381)
Not at all Satisfied	2.8	2.1	0.0	1.5	1.3
Dissatisfied	2.8	4.3	4.2	5.0	4.5
Neither Satisfied nor Dissatisfied	2.8	4.3	4.2	5.0	4.5
Satisfied	50.0	34.0	38.5	40.6	40.2
Very Satisfied	41.7	55.3	53.1	48.0	49.6

Quality of academic courses you've taken

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(46)	(97)	(202)	(381)
Not at all Satisfied	0.0	0.0	1.0	2.0	1.3
Dissatisfied	2.8	13.0	4.1	3.5	4.7
Neither Satisfied nor Dissatisfied	2.8	2.2	4.1	8.4	6.0
Satisfied	47.2	23.9	35.1	44.6	39.9
Very Satisfied	47.2	60.9	55.7	41.6	48.0

Number of courses taught by my department's core faculty

	Instructional	Off-Site	Online	Pasadena	Total
	(34)	(40)	(90)	(192)	(356)
Not at all Satisfied	0.0	0.0	2.2	1.6	1.4
Dissatisfied	0.0	7.5	5.6	12.5	9.0
Neither Satisfied nor Dissatisfied	2.9	5.0	15.6	13.5	12.1
Satisfied	44.1	40.0	34.4	39.1	38.5
Very Satisfied	52.9	47.5	42.2	33.3	39.0

Staff's response to concerns I've expressed

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(45)	(94)	(199)	(374)
Not at all Satisfied	2.8	2.2	4.3	5.0	4.3
Dissatisfied	8.3	4.4	11.7	14.1	11.8
Neither Satisfied nor Dissatisfied	16.7	20.0	7.4	14.6	13.6
Satisfied	27.8	31.1	36.2	32.2	32.6
Very Satisfied	44.4	42.2	40.4	34.2	37.7

Overall experience of the practicum process

	Instructional	Off-Site	Online	Pasadena	Total
	(29)	(38)	(81)	(162)	(310)
Not at all Satisfied	3.4	2.6	2.5	3.1	2.9
Dissatisfied	3.4	7.9	4.9	7.4	6.5
Neither Satisfied nor Dissatisfied	3.4	15.8	12.3	21.0	16.5
Satisfied	55.2	31.6	39.5	35.2	37.7
Very Satisfied	34.5	42.1	40.7	33.3	36.5

Overall quality of my academic program

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(47)	(97)	(201)	(381)
Not at all Satisfied	0.0	0.0	1.0	2.0	1.3
Dissatisfied	5.6	8.5	5.2	5.0	5.5
Neither Satisfied nor Dissatisfied	5.6	12.8	8.2	9.0	8.9
Satisfied	55.6	29.8	32.0	37.3	36.7
Very Satisfied	33.3	48.9	53.6	46.8	47.5

Support from the Financial Aid Office

	Instructional	Off-Site	Online	Pasadena	Total
	(32)	(44)	(90)	(191)	(357)
Not at all Satisfied	0.0	2.3	5.6	1.0	2.2
Dissatisfied	3.1	6.8	3.3	4.7	4.5
Neither Satisfied nor Dissatisfied	12.5	9.1	6.7	12.6	10.6
Satisfied	53.1	29.5	45.6	38.2	40.3
Very Satisfied	31.3	52.3	38.9	43.5	42.3

Process of registering for courses

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(43)	(94)	(201)	(374)
Not at all Satisfied	2.8	2.3	6.4	3.0	3.7
Dissatisfied	8.3	0.0	4.3	12.4	8.6
Neither Satisfied nor Dissatisfied	8.3	7.0	6.4	10.0	8.6
Satisfied	36.1	23.3	39.4	36.8	35.8
Very Satisfied	44.4	67.4	43.6	37.8	43.3

Availability of courses to allow progress toward the completion of my degree

	Instructional	Off-Site	Online	Pasadena	Total
	(34)	(41)	(94)	(200)	(369)
Not at all Satisfied	0.0	0.0	4.3	5.5	4.1
Dissatisfied	5.9	0.0	4.3	10.0	7.0
Neither Satisfied nor Dissatisfied	5.9	4.9	6.4	13.0	9.8
Satisfied	41.2	24.4	36.2	37.0	35.8
Very Satisfied	47.1	70.7	48.9	34.5	43.4

Availability of elective courses

	Instructional	Off-Site	Online	Pasadena	Total
	(23)	(30)	(75)	(172)	(300)
Not at all Satisfied	4.3	3.3	2.7	4.1	3.7
Dissatisfied	13.0	0.0	2.7	10.5	7.7
Neither Satisfied nor Dissatisfied	17.4	20.0	18.7	23.3	21.3
Satisfied	30.4	36.7	32.0	30.2	31.3
Very Satisfied	34.8	40.0	44.0	32.0	36.0

As a student of Pacific Oaks College, we would like to know your level of satisfaction with the following statements related to advising.

Support received from my Admissions Enrollment Counselor

	Instructional	Off-Site	Online	Pasadena	Total
	(34)	(47)	(96)	(194)	(371)
Not at all Satisfied	2.9	2.1	5.2	4.6	4.3
Dissatisfied	11.8	6.4	3.1	6.7	6.2
Neither Satisfied nor Dissatisfied	17.6	12.8	14.6	9.8	12.1
Satisfied	38.2	38.3	28.1	34.0	33.4
Very Satisfied	29.4	40.4	49.0	44.8	43.9

Support received from my academic advisor

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(45)	(96)	(195)	(372)
Not at all Satisfied	2.8	6.7	6.3	7.2	6.5
Dissatisfied	19.4	4.4	12.5	14.9	13.4
Neither Satisfied nor Dissatisfied	11.1	13.3	14.6	17.4	15.6
Satisfied	36.1	35.6	28.1	25.1	28.2
Very Satisfied	30.6	40.0	38.5	35.4	36.3

Accessibility to academic advising (mail, phone, office hours, etc.)

	Instructional	Off-Site	Online	Pasadena	Total
	(33)	(46)	(95)	(195)	(369)
Not at all Satisfied	6.1	6.5	8.4	4.6	6.0
Dissatisfied	6.1	2.2	8.4	11.8	9.2
Neither Satisfied nor Dissatisfied	12.1	15.2	14.7	15.9	15.2
Satisfied	51.5	39.1	32.6	37.4	37.7
Very Satisfied	24.2	37.0	35.8	30.3	32.0

Overall quality of academic advising

	Instructional	Off-Site	Online	Pasadena	Total
	(33)	(45)	(93)	(195)	(366)
Not at all Satisfied	3.0	6.7	8.6	5.1	6.0
Dissatisfied	12.1	2.2	10.8	17.9	13.7
Neither Satisfied nor Dissatisfied	12.1	22.2	16.1	16.4	16.7
Satisfied	39.4	35.6	25.8	28.7	29.8
Very Satisfied	33.3	33.3	38.7	31.8	33.9

Overall quality of support provided by your academic advisor

	Instructional	Off-Site	Online	Pasadena	Total
	(33)	(46)	(96)	(193)	(368)
Not at all Satisfied	6.1	6.5	10.4	6.2	7.3
Dissatisfied	15.2	6.5	11.5	14.0	12.5
Neither Satisfied nor Dissatisfied	6.1	17.4	14.6	17.6	15.8
Satisfied	36.4	32.6	25.0	26.9	28.0
Very Satisfied	36.4	37.0	38.5	35.2	36.4

Please rate your level of agreement with the following culture centered practices. Do you Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree?

Faculty and staff create a safe environment in which voices and perspectives are shared and heard

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(47)	(96)	(203)	(382)
Strongly Disagree	2.8	0.0	1.0	0.0	0.5
Disagree	2.8	4.3	1.0	3.9	3.1
Neither Agree nor Disagree	5.6	8.5	6.3	7.4	7.1
Agree	30.6	34.0	32.3	36.5	34.6
Strongly Agree	58.3	53.2	59.4	52.2	54.7

Course content is balanced and inclusive so that diverse perspectives are explored

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(47)	(96)	(203)	(382)
Strongly Disagree	0.0	0.0	0.0	0.5	0.3
Disagree	0.0	6.4	2.1	4.9	3.9
Neither Agree nor Disagree	2.8	4.3	3.1	5.4	4.5
Agree	50.0	29.8	38.5	31.5	34.8
Strongly Agree	47.2	59.6	56.3	57.6	56.5

Developmental education is practiced by accommodating different learning styles, cognitive abilities, and sociocultural influences in the classroom

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(47)	(96)	(203)	(382)
Strongly Disagree	0.0	0.0	0.0	0.5	0.3
Disagree	0.0	6.4	6.3	5.4	5.2
Neither Agree nor Disagree	0.0	4.3	6.3	9.4	7.1
Agree	47.2	36.2	33.3	33.5	35.1
Strongly Agree	52.8	53.2	54.2	51.2	52.4

Inclusive classroom and co-curricular environment promote mutual respect, reflection, critical thinking, and academic excellence

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(47)	(96)	(202)	(381)
Strongly Disagree	0.0	2.1	0.0	0.5	0.5
Disagree	0.0	2.1	1.0	3.0	2.1
Neither Agree nor Disagree	2.8	10.6	3.1	5.4	5.2
Agree	44.4	31.9	41.7	34.7	37.0
Strongly Agree	52.8	53.2	54.2	56.4	55.1

I feel actively engaged in the learning process³²

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(46)	(96)	(202)	(380)
Strongly Disagree	5.6	15.2	10.4	6.4	8.4
Disagree	5.6	10.9	2.1	5.0	5.0
Neither Agree nor Disagree	5.6	15.2	5.2	13.9	11.1
Agree	44.4	17.4	30.2	38.1	34.2
Strongly Agree	38.9	41.3	52.1	36.6	41.3

Courses are available to fit my schedule

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(47)	(95)	(201)	(379)
Strongly Disagree	0.0	2.1	2.1	2.5	2.1
Disagree	0.0	0.0	2.1	11.4	6.6
Neither Agree nor Disagree	11.1	2.1	2.1	11.9	8.2
Agree	52.8	23.4	23.2	37.3	33.5
Strongly Agree	36.1	72.3	70.5	36.8	49.6

³² The actual question wording was reverse coded; *I DO NOT feel actively engaged in the learning process.*

Section 3. Student Services & Resources

In order to determine if support services & resources are aligned with the needs of our students, the College relies on student feedback to inform future improvements in this area.

Now, we are interested in your satisfaction with the communication from several departments and organizations. Are you Very Satisfied, Satisfied, Neither Satisfied nor Dissatisfied, Dissatisfied, or Not at all Satisfied with the communication from the following...

Academic Department

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(47)	(96)	(203)	(382)
Not at all Satisfied	0.0	2.1	4.2	2.0	2.4
Dissatisfied	8.3	4.3	5.2	7.4	6.5
Neither Satisfied nor Dissatisfied	19.4	23.4	16.7	14.8	16.8
Satisfied	36.1	40.4	35.4	46.8	42.1
Very Satisfied	36.1	29.8	38.5	29.1	32.2

Admissions

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(47)	(95)	(202)	(380)
Not at all Satisfied	2.8	2.1	1.1	1.0	1.3
Dissatisfied	2.8	0.0	5.3	3.5	3.4
Neither Satisfied nor Dissatisfied	27.8	25.5	11.6	13.4	15.8
Satisfied	25.0	36.2	33.7	42.6	37.9
Very Satisfied	41.7	36.2	48.4	39.6	41.6

Registrar's Office

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(45)	(93)	(203)	(377)
Not at all Satisfied	2.8	0.0	0.0	1.5	1.1
Dissatisfied	0.0	0.0	4.3	5.9	4.2
Neither Satisfied nor Dissatisfied	22.2	24.4	16.1	20.7	20.2
Satisfied	38.9	35.6	40.9	37.4	38.2
Very Satisfied	36.1	40.0	38.7	34.5	36.3

C.A.R.E.

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(47)	(95)	(197)	(375)
Not at all Satisfied	0.0	2.1	0.0	1.0	0.8
Dissatisfied	0.0	2.1	4.2	1.0	1.9
Neither Satisfied nor Dissatisfied	50.0	40.4	51.6	34.5	41.1
Satisfied	25.0	29.8	21.1	30.5	27.5
Very Satisfied	25.0	25.5	23.2	33.0	28.8

Financial Aid

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(47)	(95)	(201)	(379)
Not at all Satisfied	0.0	2.1	2.1	1.0	1.3
Dissatisfied	2.8	6.4	9.5	3.5	5.3
Neither Satisfied nor Dissatisfied	19.4	12.8	9.5	15.4	14.0
Satisfied	50.0	40.4	38.9	38.3	39.8
Very Satisfied	27.8	38.3	40.0	41.8	39.6

Business Office (Student Accounts)

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(47)	(96)	(201)	(380)
Not at all Satisfied	0.0	4.3	0.0	2.5	1.8
Dissatisfied	0.0	2.1	9.4	5.0	5.3
Neither Satisfied nor Dissatisfied	41.7	29.8	30.2	26.4	29.2
Satisfied	36.1	31.9	31.3	35.8	34.2
Very Satisfied	22.2	31.9	29.2	30.3	29.5

Information Technology (Help Desk)

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(47)	(96)	(202)	(381)
Not at all Satisfied	0.0	4.3	0.0	1.0	1.0
Dissatisfied	2.8	4.3	2.1	3.0	2.9
Neither Satisfied nor Dissatisfied	33.3	34.0	34.4	24.8	29.1
Satisfied	38.9	34.0	33.3	31.7	33.1
Very Satisfied	25.0	23.4	30.2	39.6	33.9

Student Government Association

	Instructional	Off-Site	Online	Pasadena	Total
	(36)	(47)	(96)	(200)	(379)
Not at all Satisfied	0.0	2.1	2.1	3.5	2.6
Dissatisfied	2.8	0.0	1.0	2.5	1.8
Neither Satisfied nor Dissatisfied	55.6	46.8	60.4	53.0	54.4
Satisfied	25.0	27.7	18.8	23.5	23.0
Very Satisfied	16.7	23.4	17.7	17.5	18.2

Now, we are interested in your satisfaction with the hours of operation for several departments and organizations. Are you Very Satisfied, Satisfied, Neither Satisfied nor Dissatisfied, Dissatisfied, or Not at all Satisfied?

Academic Department

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(46)	(96)	(201)	(378)
Not at all Satisfied	2.9	4.3	0.0	0.5	1.1
Dissatisfied	5.7	2.2	4.2	1.5	2.6
Neither Satisfied nor Dissatisfied	34.3	21.7	27.1	21.9	24.3
Satisfied	25.7	37.0	32.3	43.3	38.1
Very Satisfied	31.4	34.8	36.5	32.8	33.9

Admissions

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(46)	(95)	(200)	(376)
Not at all Satisfied	2.9	2.2	1.1	0.5	1.1
Dissatisfied	2.9	0.0	2.1	2.0	1.9
Neither Satisfied nor Dissatisfied	37.1	26.1	27.4	20.0	24.2
Satisfied	28.6	34.8	30.5	42.0	37.0
Very Satisfied	28.6	37.0	38.9	35.5	35.9

Registrar's Office

	Instructional	Off-Site	Online	Pasadena	Total
	(33)	(46)	(96)	(200)	(375)
Not at all Satisfied	3.0	2.2	0.0	0.5	0.8
Dissatisfied	0.0	0.0	3.1	2.5	2.1
Neither Satisfied nor Dissatisfied	39.4	21.7	35.4	24.0	28.0
Satisfied	30.3	39.1	29.2	41.0	36.8
Very Satisfied	27.3	37.0	32.3	32.0	32.3

C.A.R.E.

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(47)	(94)	(201)	(377)
Not at all Satisfied	0.0	2.1	0.0	0.0	0.3
Dissatisfied	0.0	2.1	1.1	1.0	1.1
Neither Satisfied nor Dissatisfied	57.1	34.0	50.0	33.8	40.1
Satisfied	22.9	29.8	26.6	35.3	31.3
Very Satisfied	20.0	31.9	22.3	29.9	27.3

Financial Aid

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(46)	(96)	(200)	(377)
Not at all Satisfied	0.0	2.2	3.1	0.5	1.3
Dissatisfied	0.0	4.3	4.2	3.0	3.2
Neither Satisfied nor Dissatisfied	40.0	17.4	28.1	19.5	23.3
Satisfied	37.1	39.1	32.3	41.0	38.2
Very Satisfied	22.9	37.0	32.3	36.0	34.0

Business Office (Student Accounts)

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(46)	(96)	(198)	(375)
Not at all Satisfied	0.0	4.3	3.1	1.0	1.9
Dissatisfied	2.9	0.0	1.0	2.0	1.6
Neither Satisfied nor Dissatisfied	48.6	26.1	34.4	28.8	31.7
Satisfied	25.7	32.6	32.3	37.9	34.7
Very Satisfied	22.9	37.0	29.2	30.3	30.1

Information Technology (Help Desk)

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(46)	(96)	(199)	(376)
Not at all Satisfied	0.0	6.5	1.0	0.0	1.1
Dissatisfied	0.0	0.0	1.0	1.0	0.8
Neither Satisfied nor Dissatisfied	45.7	30.4	31.3	26.1	29.8
Satisfied	28.6	28.3	32.3	36.7	33.8
Very Satisfied	25.7	34.8	34.4	36.2	34.6

Student Government Association

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(46)	(96)	(199)	(376)
Not at all Satisfied	0.0	4.3	2.1	2.0	2.1
Dissatisfied	0.0	0.0	0.0	1.5	0.8
Neither Satisfied nor Dissatisfied	60.0	41.3	55.2	45.7	48.9
Satisfied	17.1	23.9	22.9	27.1	24.7
Very Satisfied	22.9	30.4	19.8	23.6	23.4

Please indicate if you have used any of the following while a student at Pacific Oaks.

Canvas

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(47)	(96)	(203)	(381)
Yes	100.0	100.0	100.0	98.5	99.2
No	0.0	0.0	0.0	1.5	0.8

Career Services

	Instructional	Off-Site	Online	Pasadena	Total
	(34)	(46)	(93)	(199)	(372)
Yes	23.5	10.9	11.8	22.6	18.5
No	76.5	89.1	88.2	77.4	81.5

HelpDesk by either email or phone

	Instructional	Off-Site	Online	Pasadena	Total
	(34)	(46)	(95)	(201)	(376)
Yes	47.1	47.8	65.3	57.7	57.4
No	52.9	52.2	34.7	42.3	42.6

Student Gateway

	Instructional	Off-Site	Online	Pasadena	Total
	(34)	(46)	(96)	(199)	(375)
Yes	85.3	69.6	89.6	85.4	84.5
No	14.7	30.4	10.4	14.6	15.5

Student Support Coordinator

	Instructional	Off-Site	Online	Pasadena	Total
	(33)	(46)	(NA)	(NA)	(79)
Yes	27.3	32.6	--	--	30.4
No	72.7	67.4	--	--	69.6

Please indicate your level of agreement with the following statements. Do you Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree?

Canvas Courses are easy to navigate and use³³

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(47)	(96)	(197)	(375)
Strongly Disagree	2.9	12.8	3.1	11.2	8.5
Disagree	11.4	6.4	5.2	14.2	10.7
Neither Agree nor Disagree	14.3	14.9	5.2	16.8	13.3
Agree	45.7	38.3	54.2	39.1	43.5
Strongly Agree	25.7	27.7	32.3	18.8	24.0

Canvas courses are conducted effectively by Pacific Oaks College instructors

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(47)	(96)	(197)	(375)
Strongly Disagree	0.0	2.1	3.1	4.6	3.5
Disagree	2.9	0.0	5.2	14.2	9.1
Neither Agree nor Disagree	22.9	17.0	11.5	15.7	15.5
Agree	48.6	42.6	41.7	41.1	42.1
Strongly Agree	25.7	38.3	38.5	24.4	29.9

The Student Gateway is easy to navigate and use

	Instructional	Off-Site	Online	Pasadena	Total
	(29)	(32)	(86)	(168)	(315)
Strongly Disagree	0.0	0.0	2.3	2.4	1.9
Disagree	10.3	0.0	7.0	11.3	8.9
Neither Agree nor Disagree	24.1	21.9	10.5	16.7	16.2
Agree	34.5	53.1	43.0	45.2	44.4
Strongly Agree	31.0	25.0	37.2	24.4	28.6

It was easy to get in touch with the Student Support Coordinator

	Instructional	Off-Site	Online	Pasadena	Total
	(9)	(15)	(NA)	(NA)	(24)
Strongly Disagree	0.0	0.0	--	--	0.0
Disagree	0.0	0.0	--	--	0.0
Neither Agree nor Disagree	22.2	20.0	--	--	20.8
Agree	44.4	20.0	--	--	29.2
Strongly Agree	33.3	60.0	--	--	50.0

³³ The actual question wording was reverse coded, *Canvas courses are NOT easy to navigate and use.*

The Student Support Coordinator helped me understand the student resources available to me

	Instructional	Off-Site	Online	Pasadena	Total
	(9)	(15)	(NA)	(NA)	(24)
Strongly Disagree	0.0	0.0	--	--	0.0
Disagree	0.0	6.7	--	--	4.2
Neither Agree nor Disagree	44.4	13.3	--	--	25.0
Agree	33.3	20.0	--	--	25.0
Strongly Agree	22.2	60.0	--	--	45.8

Please indicate your level of satisfaction over the past academic year with the following items.

Quality of Career Services

	Instructional	Off-Site	Online	Pasadena	Total
	(8)	(5)	(11)	(44)	(68)
Not at all Satisfied	0.0	0.0	0.0	0.0	0.0
Dissatisfied	12.5	0.0	9.1	4.5	5.9
Neither Satisfied nor Dissatisfied	12.5	0.0	27.3	31.8	26.5
Satisfied	25.0	20.0	18.2	34.1	29.4
Very Satisfied	50.0	80.0	45.5	29.5	38.2

Availability of Career Services

	Instructional	Off-Site	Online	Pasadena	Total
	(8)	(4)	(11)	(44)	(67)
Not at all Satisfied	0.0	0.0	0.0	0.0	0.0
Dissatisfied	25.0	0.0	18.2	2.3	7.5
Neither Satisfied nor Dissatisfied	12.5	25.0	18.2	38.6	31.3
Satisfied	12.5	25.0	18.2	31.8	26.9
Very Satisfied	50.0	50.0	45.5	27.3	34.3

Availability of the Help Desk staff

	Instructional	Off-Site	Online	Pasadena	Total
	(16)	(22)	(62)	(113)	(213)
Not at all Satisfied	0.0	0.0	1.6	0.9	0.9
Dissatisfied	6.3	4.5	3.2	0.9	2.3
Neither Satisfied nor Dissatisfied	12.5	13.6	22.6	21.2	20.2
Satisfied	43.8	36.4	40.3	40.7	40.4
Very Satisfied	37.5	45.5	32.3	36.3	36.2

The time it took for the HelpDesk to resolve your issue

	Instructional	Off-Site	Online	Pasadena	Total
	(16)	(22)	(62)	(114)	(214)
Not at all Satisfied	0.0	0.0	1.6	0.9	0.9
Dissatisfied	6.3	9.1	3.2	0.9	2.8
Neither Satisfied nor Dissatisfied	12.5	18.2	25.8	20.2	21.0
Satisfied	43.8	31.8	38.7	41.2	39.7
Very Satisfied	37.5	40.9	30.6	36.8	35.5

Effective use of technology in courses

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(46)	(96)	(200)	(377)
Not at all Satisfied	0.0	4.3	1.0	1.5	1.6
Dissatisfied	2.9	8.7	4.2	2.5	3.7
Neither Satisfied nor Dissatisfied	20.0	8.7	8.3	17.5	14.3
Satisfied	42.9	50.0	37.5	47.0	44.6
Very Satisfied	34.3	28.3	49.0	31.5	35.8

Quality of the classroom facilities

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(46)	(NA)	(197)	(278)
Not at all Satisfied	0.0	6.5	--	0.0	1.1
Dissatisfied	2.9	15.2	--	2.0	4.3
Neither Satisfied nor Dissatisfied	11.4	13.0	--	6.1	7.9
Satisfied	48.6	37.0	--	49.7	47.5
Very Satisfied	37.1	28.3	--	42.1	39.2

Availability of technological resources (e.g. video players, overhead projectors, etc.) in the classrooms

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(46)	(NA)	(199)	(280)
Not at all Satisfied	0.0	13.0	--	0.0	2.1
Dissatisfied	8.6	15.2	--	3.0	5.7
Neither Satisfied nor Dissatisfied	5.7	23.9	--	11.1	12.5
Satisfied	54.3	30.4	--	45.2	43.9
Very Satisfied	31.4	17.4	--	40.7	35.7

Support received from the Student Accounts department

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(45)	(96)	(197)	(373)
Not at all Satisfied	0.0	2.2	2.1	1.5	1.6
Dissatisfied	2.9	2.2	5.2	5.1	4.6
Neither Satisfied nor Dissatisfied	48.6	35.6	25.0	34.5	33.5
Satisfied	25.7	37.8	39.6	29.4	32.7
Very Satisfied	22.9	22.2	28.1	29.4	27.6

Support/ interaction received from the Student Support Coordinator

	Instructional	Off-Site	Online	Pasadena	Total
	(9)	(14)	(NA)	(NA)	(23)
Not at all Satisfied	0.0	0.0	--	--	0.0
Dissatisfied	0.0	0.0	--	--	0.0
Neither Satisfied nor Dissatisfied	11.1	21.4	--	--	17.4
Satisfied	33.3	35.7	--	--	34.8
Very Satisfied	55.6	42.9	--	--	47.8

How prepared do you feel about the online student account system, Intuit? Do you feel Very Prepared, Prepared, Neither Prepared nor Unprepared, Unprepared, or Not at all Prepared?

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(44)	(96)	(198)	(373)
Not at all Prepared	0.0	0.0	3.1	2.5	2.1
Unprepared	5.7	4.5	7.3	4.0	5.1
Neither Prepared nor Unprepared	17.1	18.2	12.5	21.7	18.5
Prepared	57.1	56.8	38.5	47.5	47.2
Very Prepared	20.0	20.5	38.5	24.2	27.1

Considering the past academic year, please indicate your level of agreement with the following statements. Do you Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Agree?

Library resources and services are appropriate for my needs

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(46)	(96)	(197)	(374)
Strongly Disagree	0.0	2.2	0.0	1.0	0.8
Disagree	2.9	4.3	4.2	5.1	4.5
Neither Agree nor Disagree	42.9	19.6	26.0	16.8	21.9
Agree	31.4	26.1	42.7	42.1	39.3
Strongly Agree	22.9	47.8	27.1	35.0	33.4

The library's hours of operation fit my schedule³⁴

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(47)	(96)	(196)	(374)
Strongly Disagree	2.9	19.1	5.2	6.6	7.5
Disagree	2.9	6.4	6.3	16.3	11.2
Neither Agree nor Disagree	80.0	53.2	46.9	30.6	42.2
Agree	14.3	17.0	25.0	30.6	25.9
Strongly Agree	0.0	4.3	16.7	15.8	13.1

The computer lab is appropriate for my needs

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(46)	(96)	(198)	(375)
Strongly Disagree	11.4	0.0	1.0	1.5	2.1
Disagree	2.9	4.3	2.1	5.6	4.3
Neither Agree nor Disagree	71.4	63.0	71.9	18.7	42.7
Agree	8.6	13.0	11.5	38.9	25.9
Strongly Agree	5.7	19.6	13.5	35.4	25.1

The computer lab's hours of operation fit my schedule

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(46)	(96)	(196)	(373)
Strongly Disagree	11.4	0.0	1.0	2.0	2.4
Disagree	5.7	6.5	2.1	3.1	3.5
Neither Agree nor Disagree	71.4	63.0	71.9	21.9	44.5
Agree	5.7	13.0	11.5	38.3	25.2
Strongly Agree	5.7	17.4	13.5	34.7	24.4

Areas for study are made available to me³⁵

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(47)	(96)	(198)	(376)
Strongly Disagree	2.9	14.9	6.3	10.1	9.0
Disagree	11.4	6.4	2.1	6.1	5.6
Neither Agree nor Disagree	68.6	55.3	58.3	28.3	43.1
Agree	8.6	14.9	20.8	33.3	25.5
Strongly Agree	8.6	8.5	12.5	22.2	16.8

³⁴ The actual question wording was reverse coded; *the library's hours of operation DO NOT fit my schedule.*

³⁵ The actual question wording was reverse coded, *Areas for study are NOT made available to me.*

Next, we would like to know your level of interest in the following services. Are you Very Interested, Somewhat Interested, Somewhat Uninterested, or Not at all Interested?

Student Activities

	Instructional	Off-Site	Online	Pasadena	Total
	(34)	(45)	(NA)	(193)	(272)
Not at all Interested	23.5	17.8	--	8.8	12.1
Somewhat Uninterested	20.6	15.6	--	16.6	16.9
Somewhat Interested	26.5	40.0	--	43.5	40.8
Very Interested	29.4	26.7	--	31.1	30.1

Copy Machines

	Instructional	Off-Site	Online	Pasadena	Total
	(34)	(45)	(93)	(194)	(366)
Not at all Interested	29.4	35.6	69.9	6.2	28.1
Somewhat Uninterested	14.7	11.1	5.4	13.4	11.2
Somewhat Interested	20.6	28.9	16.1	32.0	26.5
Very Interested	35.3	24.4	8.6	48.5	34.2

Career Assistance

	Instructional	Off-Site	Online	Pasadena	Total
	(34)	(44)	(94)	(193)	(365)
Not at all Interested	17.6	18.2	29.8	2.6	12.9
Somewhat Uninterested	8.8	6.8	5.3	6.7	6.6
Somewhat Interested	35.3	34.1	29.8	20.2	25.8
Very Interested	38.2	40.9	35.1	70.5	54.8

Writing Assistance

	Instructional	Off-Site	Online	Pasadena	Total
	(33)	(45)	(94)	(193)	(365)
Not at all Interested	12.1	6.7	26.6	8.8	13.4
Somewhat Uninterested	9.1	8.9	10.6	11.4	10.7
Somewhat Interested	36.4	31.1	35.1	32.1	33.2
Very Interested	42.4	53.3	27.7	47.7	42.7

Daytime Courses

	Instructional	Off-Site	Online	Pasadena	Total
	(34)	(45)	(NA)	(192)	(271)
Not at all Interested	35.3	46.7	--	21.9	27.7
Somewhat Uninterested	14.7	15.6	--	14.6	14.8
Somewhat Interested	32.4	17.8	--	24.5	24.4
Very Interested	17.6	20.0	--	39.1	33.2

Workshops (please specify)

	Instructional	Off-Site	Online	Pasadena	Total
	(24)	(36)	(82)	(144)	(286)
Not at all Interested	33.3	19.4	43.9	10.4	23.1
Somewhat Uninterested	12.5	16.7	13.4	19.4	16.8
Somewhat Interested	33.3	33.3	18.3	29.2	26.9
Very Interested	20.8	30.6	24.4	41.0	33.2

Workshops specified include: Career options; all; All; ALL; Any training workshops are valuable.; any type; APA; APA format; art and music; art, language... HANDS ON; Career Development; Career options; Career planning, interviewing, leadership, leading parent activities (such as meetings); CE; chest, set; child development, career options; children emotional behavior and positive discipline; content-based; credential prep; CSET; Different theoretical approaches; Early Childhood Career services; Early Childhood Development; early childhood development workshops would be great.; ECE; Education; Financial information; For credential tests; Fun and extra curricular things!; George Foreman - Videatives; getting a job as a professor; how to do APA,; How to do power point presentations; human development; In Human Development; Interview And Career Planning; Job search, career development, balance work and study and family; MFT; MFT Internships; mindfulness; Mostly interested in the weekend three month courses which were promised to me when I signed up.; On careers, weiting ones thesis, doctoral programs, presenting at conferences. Ways to use your PO degree; On ground RICA and CSET and TPA; on topics that relate to my learning; Online ones that relate to my career (early childhood education and college professor); Online student so none of this applies to me; Open; Phd programs; career; Practicum paperwork; professional development; proffesional evelopment; Program advisement; public speaking; Real World Application of HD Pedagogy - PRAXIS; Reference citing and APA writing workshops; related to staff management; Resume; Resume building, professional development, career advancement, different avenues degree could take me, etc...; Resume, Self-care, Mindfulness, Early Childhood Development; RICA CSET; social justice, legal advocacy when working with immigrant individuals; SOE classroom, management, student to student conflict, special needs, taking care of yourself; Special Education, Behavior Intervention; Stress and class selection; stress management; Thesis; Thesis preparation; Thesis Preparation; thesis seminar; Thesis support; thesis writing; thesis writing & research; thesis writing, work application; Thesis writing, writing in apa, or writing a book; Thesis writting; those in Sacramento area; Time Management (New Students); to improve professors performance; Topics on learning how to work with children with special needs; TPA group workshops would have been helpful.; Trainings; Trauma; Trauma related; trauma speciality; Trauma workshops; Tutoring; using Word effectively, APA formatting; which workshop?; writing and grammar; Writing, Career Development; writting; Zumba Classes or Aerobics to release stree;

Section 4. Communication & Safety at Pacific Oaks

Considering the past academic year, please indicate your level of agreement with the following statements concerning campus security and communication at Pacific Oaks. Do you Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree?

If I have a question I know which staff member/ department to contact³⁶

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(47)	(96)	(193)	(371)
Strongly Disagree	8.6	21.3	7.3	11.9	11.6
Disagree	22.9	27.7	20.8	23.3	23.2
Neither Agree nor Disagree	28.6	14.9	21.9	22.3	21.8
Agree	20.0	23.4	34.4	30.6	29.6
Strongly Agree	20.0	12.8	15.6	11.9	13.7

Pacific Oaks College provides proper channels of communication for students

	Instructional	Off-Site	Online	Pasadena	Total
	(35)	(46)	(96)	(193)	(370)
Strongly Disagree	2.9	2.2	2.1	6.7	4.6
Disagree	14.3	15.2	12.5	15.0	14.3
Neither Agree nor Disagree	28.6	21.7	24.0	22.8	23.5
Agree	25.7	37.0	41.7	35.2	36.2
Strongly Agree	28.6	23.9	19.8	20.2	21.4

I am aware of campus advisory/ emergency action plans³⁷

	Instructional	Off-Site	Online	Pasadena	Total
	(34)	(47)	(96)	(194)	(371)
Strongly Disagree	8.8	19.1	14.6	11.9	13.2
Disagree	26.5	25.5	22.9	29.4	27.0
Neither Agree nor Disagree	44.1	31.9	40.6	26.8	32.6
Agree	8.8	12.8	12.5	22.2	17.3
Strongly Agree	11.8	10.6	9.4	9.8	10.0

³⁶ The question wording was reverse coded, *If I have a question I DO NOT know which staff member/ department to contact.*

³⁷ The question wording was reverse coded; *I am NOT aware of campus advisory/ emergency action plans.*

I feel safe and secure on campus

	Instructional	Off-Site	Online	Pasadena	Total
	(34)	(46)	(94)	(194)	(368)
Strongly Disagree	0.0	2.2	0.0	0.5	0.5
Disagree	0.0	4.3	0.0	1.0	1.1
Neither Agree nor Disagree	20.6	41.3	74.5	6.7	29.6
Agree	50.0	23.9	12.8	44.8	34.5
Strongly Agree	29.4	28.3	12.8	46.9	34.2

I feel the information I send and receive online is secure (email, Canvas, etc.)

	Instructional	Off-Site	Online	Pasadena	Total
	(34)	(47)	(96)	(194)	(371)
Strongly Disagree	0.0	0.0	2.1	2.1	1.6
Disagree	5.9	0.0	0.0	3.6	2.4
Neither Agree nor Disagree	14.7	8.5	17.7	13.9	14.3
Agree	50.0	53.2	45.8	41.8	45.0
Strongly Agree	29.4	38.3	34.4	38.7	36.7

Section 5. Professional Behavior

Considering the past academic year, what is your level of agreement with the following statements? Do you Strongly Agree, Agree, Neither Agree nor Disagree, Disagree, or Strongly Disagree?

My experiences at Pacific Oaks College have advanced my multicultural competence³⁸

	Instructional	Off-Site	Online	Pasadena	Total
	(34)	(46)	(94)	(193)	(367)
Strongly Disagree	2.9	8.7	1.1	3.1	3.3
Disagree	0.0	8.7	3.2	5.7	4.9
Neither Agree nor Disagree	17.6	8.7	10.6	13.5	12.5
Agree	44.1	45.7	46.8	39.4	42.5
Strongly Agree	35.3	28.3	38.3	38.3	36.8

³⁸ The actual question wording was reverse coded, *my experiences at Pacific Oaks College have NOT advanced my multicultural competence.*

My experiences at Pacific Oaks College have increased my awareness of writing as an important skill in my professional life

	Instructional	Off-Site	Online	Pasadena	Total
	(33)	(46)	(94)	(192)	(365)
Strongly Disagree	0.0	0.0	0.0	1.0	0.5
Disagree	0.0	0.0	2.1	4.2	2.7
Neither Agree nor Disagree	9.1	4.3	7.4	8.3	7.7
Agree	36.4	39.1	44.7	43.8	42.7
Strongly Agree	54.5	56.5	45.7	42.7	46.3

My experiences at Pacific Oaks College have advanced my professional practice skills

	Instructional	Off-Site	Online	Pasadena	Total
	(34)	(46)	(93)	(192)	(365)
Strongly Disagree	0.0	0.0	0.0	0.0	0.0
Disagree	0.0	2.2	1.1	2.1	1.6
Neither Agree nor Disagree	8.8	4.3	8.6	10.4	9.0
Agree	32.4	34.8	48.4	40.6	41.1
Strongly Agree	58.8	58.7	41.9	46.9	48.2

My experiences at Pacific Oaks College have prepared me to behave in a professional manner

	Instructional	Off-Site	Online	Pasadena	Total
	(34)	(46)	(93)	(193)	(366)
Strongly Disagree	0.0	0.0	0.0	1.0	0.5
Disagree	5.9	4.3	0.0	2.1	2.2
Neither Agree nor Disagree	8.8	10.9	21.5	8.8	12.3
Agree	35.3	34.8	41.9	44.0	41.5
Strongly Agree	50.0	50.0	36.6	44.0	43.4

My experiences at Pacific Oaks College have improved my ability to apply theory and scholarship to practice issues

	Instructional	Off-Site	Online	Pasadena	Total
	(34)	(46)	(94)	(193)	(367)
Strongly Disagree	0.0	0.0	0.0	0.5	0.3
Disagree	0.0	2.2	2.1	0.5	1.1
Neither Agree nor Disagree	8.8	8.7	8.5	6.2	7.4
Agree	26.5	34.8	48.9	46.6	43.9
Strongly Agree	64.7	54.3	40.4	46.1	47.4

Section 6. New Student Orientation

As a new student of Pacific Oaks College, we would like to know your level of satisfaction with a few orientation and information sessions. Are you Very Satisfied, Satisfied, Neither Satisfied nor Dissatisfied, Dissatisfied, Not at all Satisfied?

Quality of New Student Orientation hosted by the C.A.R.E. office

	Instructional	Off-Site	Online	Pasadena	Total
	(6)	(8)	(NA)	(36)	(50)
Not at all Satisfied	0.0	0.0	--	2.8	2.0
Dissatisfied	0.0	0.0	--	0.0	0.0
Neither Satisfied nor Dissatisfied	33.3	25.0	--	19.4	22.0
Satisfied	33.3	50.0	--	22.2	28.0
Very Satisfied	33.3	25.0	--	55.6	48.0

Quality of Program Orientation hosted by the MFT Department

	Instructional	Off-Site	Online	Pasadena	Total
	(NA)	(NA)	(NA)	(9)	(9)
Not at all Satisfied	--	--	--	0.0	0.0
Dissatisfied	--	--	--	0.0	0.0
Neither Satisfied nor Dissatisfied	--	--	--	22.2	22.2
Satisfied	--	--	--	33.3	33.3
Very Satisfied	--	--	--	44.4	44.4

Quality of Information Session hosted by the Admissions Department

	Instructional	Off-Site	Online	Pasadena	Total
	(6)	(8)	(26)	(36)	(76)
Not at all Satisfied	0.0	0.0	0.0	0.0	0.0
Dissatisfied	16.7	0.0	0.0	0.0	1.3
Neither Satisfied nor Dissatisfied	16.7	25.0	26.9	16.7	21.1
Satisfied	33.3	50.0	42.3	38.9	40.8
Very Satisfied	33.3	25.0	30.8	44.4	36.8

Online New Student Orientation

	Instructional	Off-Site	Online	Pasadena	Total
	(NA)	(NA)	(26)	(NA)	(26)
Not at all Satisfied	--	--	0.0	--	0.0
Dissatisfied	--	--	0.0	--	0.0
Neither Satisfied nor Dissatisfied	--	--	11.5	--	11.5
Satisfied	--	--	42.3	--	42.3
Very Satisfied	--	--	46.2	--	46.2

Appendix

Overall Satisfaction

Table A1: Measures of Satisfaction by Campus

Statement	Instructional Site	Off- Site	Online	Pasadena	Institution	F-Statistic
How satisfied are you with your OVERALL academic experience at Pacific Oaks College?	4.3 (0.7)	4.1 (1.0)	4.3 (0.9)	4.1 (1.0)	4.2 (0.9)	F(3, 384) = 0.6
I made the right choice by enrolling at Pacific Oaks College.	4.5 (0.8)	4.3 (0.9)	4.4 (0.9)	4.2 (1.0)	4.3 (0.9)	F(3, 389) = 1.2
I would recommend Pacific Oaks College to friends/ family considering careers in human development, early childhood education, & family therapy, or teaching.	4.4 (1.0)	4.0 (1.1)	4.3 (1.1)	4.0 (1.1)	4.1 (1.1)	F(3, 389) = 1.8
My overall experience at Pacific Oaks College has met my expectations.	4.1 (0.9)	3.9 (1.1)	4.1 (1.1)	3.8 (1.1)	3.9 (1.1)	F(3, 388) = 1.7
As a student of Pacific Oaks College, I am able to maintain a healthy balance between my personal life and my course work/ training.	4.1 (1.0)	4.1 (0.9)	4.1 (1.0)	3.8 (1.1)	3.9 (1.0)	F(3, 389) = 2.9*

Note: *p-value ≤ 0.05. Standard deviations appear in parentheses below means.

Data Source: Pacific Oaks Student Satisfaction Survey, Spring 2016

Table A2: Measures of Importance that Affect Satisfaction by Campus

Statement	Instructional Site	Off- Site	Online	Pasadena	Institution	F-Statistic
Access to academic services provided by individual faculty	4.7 (0.5)	4.6 (0.5)	4.6 (0.6)	4.6 (0.7)	4.6 (0.6)	F(3, 386) = 0.1
Access to academic support services provided by the Library	4.0 (0.8)	4.5 (0.5)	4.3 (0.8)	4.5 (0.7)	4.4 (0.7)	F(3, 386) = 5.1*
Access to academic support services provided by C.A.R.E	3.8 (0.9)	4.3 (0.7)	4.0 (0.9)	4.2 (0.8)	4.1 (0.8)	F(3, 385) = 5.3*
Learning the most you can from every experience	4.6 (0.5)	4.7 (0.4)	4.7 (0.5)	4.8 (0.5)	4.7 (0.5)	F(3, 384) = 1.4
The academic rigor of your degree program	4.4 (0.7)	4.6 (0.6)	4.5 (0.7)	4.7 (0.5)	4.6 (0.6)	F(3, 384) = 3.4*
The value that PO places on each individual student	4.6 (0.5)	4.7 (0.5)	4.7 (0.6)	4.7 (0.5)	4.7 (0.6)	F(3, 385) = 0.7
Being at a college that shares your vision for society	4.7 (0.5)	4.8 (0.5)	4.6 (0.6)	4.7 (0.5)	4.7 (0.5)	F(3, 383) = 1.0
Employment in a new career after graduation	4.2 (0.8)	4.7 (0.6)	4.4 (0.9)	4.7 (0.7)	4.6 (0.8)	F(3, 383) = 6.4*
Advancement in your current employment	4.5 (0.7)	4.8 (0.4)	4.6 (0.8)	4.5 (0.8)	4.6 (0.8)	F(3, 382) = 3.3*
Being able to take required courses in an online delivery mode	3.8 (1.2)	4.2 (1.0)	4.7 (0.6)	3.8 (1.3)	4.1 (1.2)	F(3, 385) = 16.5*
Being able to take required courses at an instructional/off- site cohort [†]	4.6 (0.7)	4.8 (0.5)	-	-	4.7 (0.6)	F(1, 94) = 1.7
Having face to face contact with Financial Aid counselors [†]	4.0 (1.1)	4.5 (0.9)	-	-	4.3 (1.0)	F(1, 94) = 5.0*

Note: *p-value ≤ 0.05. Standard deviations appear in parentheses below means.

[†] Statements not given to all survey respondents.

Data Source: Pacific Oaks Student Satisfaction Survey, Spring 2016

Academic Factors

Table A3: Overall Satisfaction with Academic Factors by Campus

Statement	Instructional Site	Off- Site	Online	Pasadena	Institution	F-Statistic
Quality of instruction provided by faculty	4.3 (0.7)	4.2 (1.1)	4.2 (1.0)	4.2 (0.9)	4.2 (0.9)	F(3, 379) = 0.1
Consistency of instruction across faculty	3.9 (1.1)	4.2 (1.1)	4.0 (1.1)	3.9 (1.1)	4.0 (1.1)	F(3, 379) = 1.4
Intellectual challenge of the course work	4.3 (0.8)	4.4 (0.9)	4.4 (0.7)	4.3 (0.9)	4.3 (0.9)	F(3, 378) = 0.5
Quality of academic courses you've taken	4.4 (0.7)	4.4 (1.0)	4.4 (0.8)	4.2 (0.9)	4.3 (0.9)	F(3, 379) = 1.5
Number of courses taught by my department's core faculty	4.6 (0.6)	4.5 (1.0)	4.2 (1.1)	4.0 (1.1)	4.2 (1.1)	F(3, 379) = 5.6*
Staff's response to concerns I've expressed	4.1 (1.1)	4.1 (1.1)	4.1 (1.2)	3.8 (1.2)	3.9 (1.2)	F(3, 379) = 1.8
Overall experience of the practicum process	4.5 (1.1)	4.4 (1.2)	4.4 (1.1)	4.3 (1.3)	4.4 (1.2)	F(3, 378) = 0.4
Overall quality of my academic program	4.2 (0.8)	4.2 (1.0)	4.3 (0.9)	4.2 (0.9)	4.3 (0.9)	F(3, 379) = 0.3
Support received from the Financial Aid Office	4.4 (0.9)	4.3 (1.1)	4.2 (1.1)	4.3 (1.0)	4.3 (1.0)	F(3, 379) = 0.2
Process of registering for courses	4.2 (1.1)	4.7 (0.9)	4.2 (1.2)	4.0 (1.1)	4.1 (1.1)	F(3, 378) = 6.5*
Availability of courses to allow progress toward the completion of my degree	4.4 (0.8)	4.8 (0.7)	4.3 (1.1)	3.9 (1.2)	4.2 (1.1)	F(3, 379) = 13.9*
Availability of elective courses	4.6 (1.4)	4.8 (1.2)	4.5 (1.2)	4.1 (1.3)	4.4 (1.3)	F(3, 379) = 6.9*

Note: *p-value ≤ 0.05. Standard deviations appear in parentheses below means.
Data Source: Pacific Oaks Student Satisfaction Survey, Spring 2016

Table A4: Satisfaction with Advising by Campus

Statement	Instructional Site	Off- Site	Online	Pasadena	Institution	F-Statistic
Support received from my Admission Enrollment Counselor	4.0 (1.2)	4.1 (1.0)	4.2 (1.1)	4.2 (1.2)	4.1 (1.1)	F(3, 379) = 0.3
Support received from my academic advisor	3.7 (1.2)	4.1 (1.2)	3.8 (1.3)	3.8 (1.3)	3.8 (1.3)	F(3, 379) = 0.9
Accessibility to academic advising (mail, phone, office hours, etc.)	4.0 (1.2)	4.0 (1.1)	3.9 (1.3)	3.8 (1.2)	3.9 (1.2)	F(3, 379) = 0.4
Overall quality academic advising	4.1 (1.2)	4.0 (1.2)	3.8 (1.3)	3.7 (1.3)	3.8 (1.3)	F(3, 377) = 0.9
Overall quality of support provided by your academic advisor	4.0 (1.3)	3.9 (1.2)	3.8 (1.4)	3.8 (1.3)	3.8 (1.3)	F(3, 379) = 0.4

Note: *p-value ≤ 0.05. Standard deviations appear in parentheses below means.
Data Source: Pacific Oaks Student Satisfaction Survey, Spring 2016

Table A5: Agreement with Culture Centered Practices by Campus

Statement	Instructional Site	Off- Site	Online	Pasadena	Institution	F-Statistic
Faculty and staff create safe environment in which multiple voices and perspectives are shared and heard	4.4 (0.9)	4.4 (0.8)	4.5 (0.8)	4.4 (0.8)	4.4 (0.8)	F(3, 378) = 0.4
Course content is balanced and inclusive so that diverse perspectives are explored	4.5 (0.6)	4.4 (0.9)	4.5 (0.6)	4.4 (0.8)	4.4 (0.8)	F(3, 378) = 0.3
Developmental education is practiced by accommodating different learning styles, cognitive abilities, and sociocultural influences in the classroom	4.6 (0.5)	4.4 (0.8)	4.4 (0.9)	4.3 (0.9)	4.4 (0.8)	F(3, 378) = 0.8
Inclusive classroom and co-curricular environment promote mutual respect, reflection, critical thinking, and academic excellence	4.5 (0.6)	4.3 (0.9)	4.5 (0.6)	4.4 (0.8)	4.4 (0.8)	F(3, 378) = 0.9
I feel actively engaged in the learning process	4.1 (1.1)	3.6 (1.5)	4.1 (1.3)	3.9 (1.2)	3.9 (1.2)	F(3, 376) = 2.3
Courses are available to fit my schedule [‡]	4.3 (0.6)	4.7 (0.7)	4.6 (0.8)	4.0 (1.1)	4.3 (1.0)	F(3, 375) = 14.4*

Note: *p-value ≤ 0.05. Standard deviations appear in parentheses below means.

‡ Statement is reverse coded.

Data Source: Pacific Oaks Student Satisfaction Survey, Spring 2016

Student Services & Resources

Table A6: Satisfaction with Communication from Departments & Organizations by Campus

Statement	Instructional Site	Off- Site	Online	Pasadena	Institution	F-Statistic
Academic Department	4.0 (1.0)	3.9 (1.0)	4.0 (1.1)	3.9 (1.0)	4.0 (1.0)	F(3, 378) = 0.3
Admissions	4.0 (1.1)	4.0 (0.9)	4.3 (0.9)	4.2 (0.9)	4.2 (0.9)	F(3, 376) = 0.9
Registrar's Office	4.1 (0.9)	4.2 (0.8)	4.2 (0.8)	4.0 (1.0)	4.1 (0.9)	F(3, 372) = 1.2
C.A.R.E.	3.8 (0.8)	3.7 (0.9)	3.7 (0.9)	3.9 (0.9)	3.8 (0.9)	F(3, 372) = 2.3
Financial Aid	4.1 (0.8)	4.1 (1.0)	4.1 (1.0)	4.2 (0.9)	4.1 (0.9)	F(3, 375) = 0.4
Business Office (Student Accounts)	3.8 (0.8)	3.8 (1.0)	3.8 (1.0)	3.9 (1.0)	3.9 (1.0)	F(3, 377) = 0.1
Information Technology (Help Desk)	3.9 (0.8)	3.7 (1.0)	3.9 (0.9)	4.1 (0.9)	3.9 (0.9)	F(3, 377) = 2.7*
Student Government Association	3.6 (0.8)	3.7 (0.9)	3.5 (0.9)	3.5 (0.9)	3.5 (0.9)	F(3, 376) = 0.8

Note: *p-value ≤ 0.05. Standard deviations appear in parentheses below means.
Data Source: Pacific Oaks Student Satisfaction Survey, Spring 2016

Table A7: Satisfaction with Department & Organization's Hours of Operation by Campus

Statement	Instructional Site	Off- Site	Online	Pasadena	Institution	F-Statistic
Academic Department	3.8 (1.1)	4.0 (1.0)	4.1 (0.9)	4.1 (0.8)	4.0 (0.9)	F(3, 375) = 1.0
Admissions	3.8 (1.0)	4.0 (0.9)	4.1 (0.9)	4.1 (0.8)	4.1 (0.9)	F(3, 372) = 1.0
Registrar's Office	3.8 (1.0)	4.1 (0.9)	3.9 (0.9)	4.0 (0.8)	4.0 (0.9)	F(3, 372) = 0.8
C.A.R.E.	3.7 (0.8)	3.9 (1.0)	3.7 (0.8)	3.9 (0.8)	3.9 (0.9)	F(3, 374) = 1.9
Financial Aid	3.9 (0.8)	4.0 (1.0)	3.9 (1.0)	4.1 (0.8)	4.0 (0.9)	F(3, 374) = 1.3
Business Office (Student Accounts)	3.7 (0.9)	4.0 (1.0)	3.9 (1.0)	4.0 (0.9)	3.9 (0.9)	F(3, 372) = 0.7
Information Technology (Help Desk)	3.8 (0.8)	3.8 (1.1)	4.0 (0.9)	4.1 (0.8)	4.0 (0.9)	F(3, 373) = 1.5
Student Government Association	3.7 (0.9)	3.7 (1.0)	3.6 (0.9)	3.7 (0.9)	3.7 (0.9)	F(3, 373) = 0.3

Note: *p-value ≤ 0.05. Standard deviations appear in parentheses below means.
Data Source: Pacific Oaks Student Satisfaction Survey, Spring 2016

Table A8: Evaluations of Student Services & Resources by Campus

Statement	Instructional Site	Off- Site	Online	Pasadena	Institution	F-Statistic
Canvas courses are easy to navigate and use [‡]	3.8 (1.0)	3.6 (1.3)	4.1 (0.9)	3.4 (1.3)	3.6 (1.2)	F(3, 372) = 7.7*
Canvas courses are conducted effectively by Pacific Oaks College instructors	4.0 (0.8)	4.1 (0.9)	4.1 (1.0)	3.7 (1.1)	3.9 (1.0)	F(3, 372) = 6.0*
The Student Gateway is easy to navigate and use	3.9 (1.0)	4.0 (0.7)	4.1 (1.0)	3.8 (1.0)	3.9 (1.0)	F(3, 309) = 2.1
It was easy to get in touch with the Student Support Coordinator	4.1 (0.8)	4.4 (0.8)	-	-	4.3 (0.8)	--
The Student Support Coordinator helped me understand the student resources available to me	3.8 (0.8)	4.3 (1.0)	-	-	4.2 (1.0)	--

Note: *p-value ≤ 0.05. Standard deviations appear in parentheses below means.

[‡] Statements are reverse coded.

Data Source: Pacific Oaks Student Satisfaction Survey, Spring 2016

Table A9: Satisfaction with Student Services & Resources by Campus

Statement	Instructional Site	Off- Site	Online	Pasadena	Institution	F-Statistic
Quality of Career Services	4.2 (1.1)	4.8 (0.4)	4.0 (1.1)	3.9 (0.9)	4.0 (0.9)	--
Availability of Career Services	4.0 (1.3)	4.3 (0.9)	3.9 (1.2)	3.8 (0.8)	3.9 (1.0)	--
Availability of the Help Desk staff	4.2 (0.9)	4.2 (0.9)	4.0 (0.9)	4.1 (0.8)	4.1 (0.9)	--
The time it took for the Help Desk to resolve your issue	4.2 (0.9)	4.0 (1.0)	3.9 (0.9)	4.1 (0.8)	4.1 (0.9)	--
Effective use of technology in courses	4.1 (0.8)	3.9 (1.1)	4.3 (0.8)	4.1 (0.8)	4.1 (0.9)	F(3, 373) = 3.4*
Quality of the classroom facilities [†]	4.2 (0.8)	3.6 (1.2)	-	4.3 (0.7)	4.2 (0.9)	F(2, 276) = 15.6*
Availability of technological resources (e.g. video players, overhead projectors, etc.) in the classrooms [†]	4.1 (0.9)	3.2 (1.3)	-	4.2 (0.8)	4.0 (1.0)	F(2, 278) = 29.1*
Support received from the Student Accounts department [†]	3.7 (0.9)	3.7 (0.9)	3.9 (1.0)	3.8 (1.0)	3.8 (1.0)	F(3, 369) = 0.3
Support/ interaction received from the Student Support Coordinator [†]	4.4 (0.7)	4.2 (0.8)	-	-	4.3 (0.8)	--
How prepared do you feel about the online student account system Intuit?	4.0 (0.7)	3.9 (0.8)	4.1 (1.0)	3.9 (0.9)	4.0 (0.9)	F(3, 369) = 0.8

Note: *p-value ≤ 0.05. Standard deviations appear in parentheses below means.

[†] Statement not given to all survey respondents.

Data Source: Pacific Oaks Student Satisfaction Survey, Spring 2016

Table A10: Evaluations of Library Resources and Study Space by Campus

Statement	Instructional Site	Off- Site	Online	Pasadena	Institution	F-Statistic
Library resources and services are appropriate for my needs	3.8 (0.9)	4.1 (1.0)	3.9 (0.8)	4.1 (0.9)	4.0 (0.9)	F(3, 370) = 1.3
The library's hours of operation fit my schedule [‡]	3.0 (0.6)	2.8 (1.1)	3.4 (1.1)	3.3 (1.1)	3.2 (1.1)	F(3, 371) = 4.9*
The computer lab is appropriate for my needs	3.0 (0.9)	3.5 (0.9)	3.4 (0.8)	4.0 (1.0)	3.7 (1.0)	F(3, 371) = 19.6*
The computer lab's hours of operation fit my schedule	2.9 (0.9)	3.4 (0.8)	3.4 (0.8)	4.0 (0.9)	3.7 (1.0)	F(3, 369) = 21.7*
Areas for study are made available to me [‡]	3.1 (0.8)	2.9 (1.1)	3.3 (1.0)	3.5 (1.2)	3.3 (1.1)	F(3, 373) = 4.5*

Note: *p-value ≤ 0.05. Standard deviations appear in parentheses below means.

‡ Statement is reverse coded.

Table A11: Interest in Student Services & Resources by Campus

Statement	Instructional Site	Off- Site	Online	Pasadena	Institution	F-Statistic
Student Activities [†]	2.7 (1.2)	2.8 (1.0)	-	3.0 (0.9)	2.9 (1.0)	F(2, 270) = 2.7
Copy Machines	2.6 (1.3)	2.4 (1.2)	1.7 (1.1)	3.3 (0.9)	2.7 (1.2)	F(3, 362) = 49.2*
Career Assistance	3.0 (1.1)	3.0 (1.1)	2.8 (1.2)	3.6 (0.7)	3.2 (1.0)	F(3, 361) = 18.3*
Writing Assistance	3.2 (1.0)	3.3 (0.9)	2.7 (1.2)	3.2 (0.9)	3.1 (1.0)	F(3, 361) = 7.9*
Daytime Courses [†]	2.4 (1.2)	2.1 (1.2)	-	2.8 (1.2)	2.6 (1.2)	F(2, 269) = 8.5*
Workshops	2.4 (1.2)	2.8 (1.1)	2.3 (1.2)	3.0 (1.0)	2.7 (1.1)	F(3, 282) = 8.1*

Note: *p-value ≤ 0.05. Standard deviations appear in parentheses below means.

† Statement not given to all survey respondents.

Data Source: Pacific Oaks Student Satisfaction Survey, Spring 2016

Communication & Safety

Table A12: Evaluations Communication & Safety by Campus

Statement	Instructional Site	Off- Site	Online	Pasadena	Institution	F-Statistic
If I have a question I know which staff member/ department to contact[‡]	3.2 (1.3)	2.8 (1.4)	3.3 (1.2)	3.1 (1.2)	3.1 (1.3)	F(3, 368) = 2.3
Pacific Oaks College provides proper channels of communication for students	3.7 (1.1)	3.6 (1.1)	3.7 (1.0)	3.5 (1.2)	3.6 (1.1)	F(3, 366) = 0.9
I am aware of campus advisory/ emergency action plans[‡]	2.9 (1.1)	2.7 (1.2)	2.8 (1.2)	2.9 (1.2)	2.8 (1.2)	F(3, 368) = 0.6
I feel safe and secure on campus	4.1 (0.7)	3.7 (1.0)	3.4 (0.7)	4.4 (0.7)	4.0 (0.9)	F(3, 365) = 34.5*
I feel the information I send and receive online is secure (email, Canvas, etc.)	4.1 (0.8)	4.3 (0.6)	4.1 (0.8)	4.1 (0.9)	4.2 (0.8)	F(3, 368) = 0.7

Note: *p-value ≤ 0.05. Standard deviations appear in parentheses below means.

[‡] Statements are reverse coded.

Data Source: Pacific Oaks Student Satisfaction Survey, Spring 2016

Professional Behavior

Table A13: Professional Behavior by Campus

Statement	Instructional Site	Off- Site	Online	Pasadena	Institution	F-Statistic
My experiences at Pacific Oaks College have...						
Advanced my multicultural competence [‡]	4.1 (0.9)	3.7 (1.2)	4.2 (0.8)	4.0 (1.0)	4.0 (1.0)	F(3, 364) = 2.5
Increased my awareness of writing as an important skill in my professional life	4.5 (0.7)	4.5 (0.6)	4.4 (0.7)	4.2 (0.9)	4.3 (0.8)	F(3, 362) = 2.9*
Advanced my professional practice skills	4.6 (0.6)	4.5 (0.7)	4.3 (0.7)	4.3 (0.8)	4.4 (0.7)	F(3, 362) = 1.7
Prepared me to behave in a professional manner	4.4 (0.9)	4.3 (0.8)	4.2 (0.7)	4.3 (0.8)	4.3 (0.8)	F(3, 363) = 0.6
Improved my ability to apply theory and scholarship to practice issues	4.6 (0.6)	4.4 (0.8)	4.3 (0.7)	4.4 (0.7)	4.4 (0.7)	F(3, 364) = 1.5

Note: *p-value ≤ 0.05. Standard deviations appear in parentheses below means.

[‡] Statements are reverse coded.

Data Source: Pacific Oaks Student Satisfaction Survey, Spring 2016

New Student Orientation

Table A14: New Student Orientation by Campus

Statement	Instructional Site	Off- Site	Online	Pasadena	Institution	F-Statistic
Quality of New Student Orientation hosted by the C.A.R.E. office [†]	4.0 (0.9)	4.0 (0.7)	-	4.3 (1.0)	4.2 (0.9)	--
Quality of Program Orientation hosted by the MFT Department [†]	-	-	-	4.2 (0.8)	-	-
Quality of Information Session hosted by the Admissions Department	3.8 (1.2)	4.0 (0.7)	4.1 (0.8)	4.3 (0.7)	4.1 (0.8)	--
Online New Student Orientation [†]	-	-	4.4 (0.7)	-	-	-

Note: *p-value ≤ 0.05. Standard deviations appear in parentheses below means.

[†] Statement not given to all survey respondents.

Data Source: Pacific Oaks Student Satisfaction Survey, Spring 2016