



**UNIVERSITY OF LA VERNE**

# **Survey of Graduate Students**

## **Report I: Reasons for Choosing La Verne**

**Spring 2011**

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**Executive Summary**

The purpose of the graduate student survey was to gather actionable information from students across the university. The focus of Report I is on the factors influencing student decisions to attend La Verne.

### **Method and Procedure**

The survey items were developed after inspecting a number of graduate student surveys from other universities. Altogether 82-items, including demographic questions, were developed with input from deans and graduate program directors. Additional three open-ended questions were included. The survey was administered online using the SNAP Survey software that protects confidentiality. It was conducted during the months of February and March 2011. Every graduate student who had enrolled in a class during the previous fall term (2010) received an email invitation to log on and complete the survey (N = 3628). Two follow-up reminders went out, and the data was extracted on March 31<sup>st</sup>, 2011. A total of 615 students responded, a return rate of 17%. The distribution of the respondents on the basic demographic information of gender, ethnicity, college, and degree level were quite comparable to the census population of 3628 students.

### **Findings**

Besides summarizing the responses of the total sample, the data were broken down by full and part time status, higher and lower performance levels (self-report), Ethnic and racial background, main and RCA campuses, and on-line. The breakdown of the data by college and program were provided to the deans and program chairs, and are not included in this report. Looking at the responses that indicated “Very Much “ influence for the total sample, the top five factors out of 13 were as follows:

- Location where the program was offered (73%)
- Area of specialization that matched their interest (73%)
- La Verne’s overall reputation (54%)
- Being near family and significant others (52%)
- Reputation of the program (50%)

The bottom five factors were as follows:

- Information on the webpage (33%)
- Mission and Values (33%)
- Affordability compared to other private not-for profits (29%)
- Encouragement of a La Verne faculty member while deciding (25%)
- Diversity of the student body (24%)

Location, area of specialization match, and reputation of the program and the University were the top five reasons given by graduate students that influenced their decision to attending La Verne, as reflected in the total sample. The top five factors held up generally quite well in the various subgroups examined.

In several subgroups care and attention given by administrator and advisor, notably in RCA campuses, was in the top five factors that influenced decision to attend La Verne. For on-line students webpage information was also in the top five factors. There were notable differences in the responses of different ethnic and racial groups.

### **Recommendations**

1. Use these findings in the recruitment and retention of graduate students.
2. Develop culturally responsive approaches to recruit and retain graduate students.
3. Improve the information on program web pages.

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## **Purpose**

The purpose of the graduate student survey was to gather actionable information from students attending graduate programs across the University at all locations. This report focuses on the factors influencing their decision to attend La Verne

## **Method and Procedure**

### Survey Form

The survey items were developed after inspecting a number of graduate student surveys from a number of other universities. Altogether 82-items, including demographic questions, were developed with input from deans and graduate program directors. Additional three open-ended questions were included (Appendix A). Besides demographic, location and program status questions the following areas were covered:

1. Factors influencing decision to attend La Verne (Focus of this report)
2. Quality of the different aspects of the program
3. Satisfaction with program and university support services
4. Areas of competence before entering the program, and enhancements of these competencies in the program thus far
5. Satisfaction with the dissertation process (for those who are working on their dissertations)

The open-ended questions asked about the strengths of the programs, changes they would suggest, and additional comments.

### Procedure

The survey was administered online using the SNAP Survey software that protects confidentiality. It was conducted during the months of February and March 2011. Every graduate student who had enrolled in a class during the previous fall term (2010) received an email invitation to log on and complete the survey (N = 3628). Two follow-up reminders went out, and the data was extracted on March 31<sup>st</sup>, 2011.

### Sample Characteristics

A total of 615 students responded, a return rate of 17%. The distribution of the respondents on the basic demographic information of gender, ethnicity, college, and degree level were quite comparable to the census population of 3628 students, as Table 1 in Appendix B shows. The following are some of the salient characteristics of the sample:

- 50% main campus students
- 69% women
- 78% master's students
- 11% doctoral students
- 6.5% law students
- 21% had undergraduate degrees from La Verne
- 54% worked full-time

57% were currently working in jobs (Full or part time) related to their program

22% unemployed

93% felt doing as well as or better than expected in their course work

Age: Mean = 34.76 (SD = 3.71).

Ethnic and racial breakdown:

(several respondents checked multiple ethnic and racial backgrounds, and 21 % did not answer this question)

9% African American,

9% Asian/Pacific Islander

30% Latino/a

43% white

8% international

## Findings

The primary focus of the findings here (Report I) is the factors that influenced student decisions to attend La Verne. The responses of the total sample is presented. Also, regardless of degree level or program of study, responses were broken down by status (full- and part-time, self-reported performance (better and worse than expected), ethnic and racial background, and campus locations (Main Campus and RCA locations).

Break down of the data for all the areas by college and by program (Not presented here) have been provided to deans and program chairs as subgroup sample sizes have allowed, normally over 20 respondents. Also, whenever possible data have been broken down by main campus and off campus subsamples for programs that offer them away from the main campus, or on-line.

### Total sample

Table 2 in Appendix C summarizes the responses of all respondents to items indicating factors that influenced their decision to attend La Verne. The stem question was, “How much did the following factors influenced your decision to enroll in your program at La Verne?” rated on a 4-point scale ranging from Not At All to Very Much.

For the **total sample**, looking at the “Very Much” responses only, the top five factors were as follows:

- Location where the program was offered (73%)
- Area of specialization that matched their interest (73%)
- La Verne’s overall reputation (54%)
- Being near family and significant others (52%)
- Reputation of the program (50%)

The bottom five factors were as follows:

- Information on the webpage (33%)
- Mission and Values (33%)
- Affordability compared to other private not-for profits (29%)

- Encouragement of a La Verne faculty member while deciding (25%)
- Diversity of the student body (24%)

### Full and Part-time status

For **full-time** (n = 330) as well as for **part-time** (n = 224) students the top as well as the bottom five factors were the same as for the total sample, with slight variations in percentages (Tables 3 and 4, Appendix D).

### Self-Reported Performance Level

For **higher performing** students (n = 176; “Doing better than expected”) the top and the bottom five factors were the same as for the total sample. For **lower performing** students (n = 38; “Doing somewhat worse” or “Far worse” than expected), while the top and bottom five factors were the same as the total sample, significantly fewer percentages of students mentioned the reputation of the program (34%), La Verne’s overall reputation (41%) , and the Location of the program (54%) (Tables 5 and 6, Appendix E).

### Ethnic and Racial Background

The table below shows the responses of graduate students to factors “Very much” influencing their decision to attend La Verne by different ethnic and racial groups, and international students.

	Latino (n = 187)	African American (n = 54)	Asian/PI (n = 55)	White (n = 264)	International (n = 48)
	%	%	%	%	%
1. Reputation of your program	62	67	31	44	51
2. La Verne’s overall reputation	67	63	30	54	44
3. Area of specialization that matched your interest	78	78	77	75	62
4. Location where the program was offered	75	72	72	75	65
5. Recommendation of a friend, acquaintance, or a colleague	53	46	42	45	55
6. Affordability compared to other private not-for-profit	31	36	34	23	49
7. Opportunity to work with a specific faculty member	21	17	6	11	28
8. Encouragement of a ULV faculty member while deciding	28	22	21	21	44
9. Care and attention given to you by program administrator or advisor	45	40	33	30	42

10. The information available on the university and program webpage	39	42	31	28	45
11. Being near family or other significant individuals in your life	56	51	50	50	37
12. The mission and values of La Verne	41	36	26	29	36
13. Diversity of the student body	36	31	19	15	42

As may be seen, there is considerable variability between different ethnic and racial groups regarding factor that has influenced their decision to attend La Verne. The top five factors in the **Latino and African American** groups were the same as the total sample. For the **Asian/Pacific Islander** group reputation of the program and the University were not in the top five factors, while affordability and care and attention by program administrators or advisors were in the top five. For the **white** group the program reputation was not in the top five, but recommendation of a friend, acquaintance or colleague was. For the **international** group the overall reputation of the University and being close to family were not in the top five, but affordability was in the top five factors.

Additionally, care and attention given by program administrator or advisor (Item 9) was reported by relatively more students as having influence among Latino, African American, and international students than by white and Asian/Pacific Islander groups. Similarly, in the later two groups, relatively fewer reported the influence of the information on the University webpage (Item 10), and the diversity of the student body (Item 13).

Such variations in reported influences on the decision to attend La Verne have implications for culturally more responsive approaches for recruitment efforts, as well as for advertising and presentation of programs.

### **Main Campus Location**

Table 7 in Appendix F summarizes the responses of main campus graduate students (n = 310) on factors that influenced their decision to attend La Verne. The pattern was the same as the total sample, with the top five factors including overall program and University reputation, location and matching of specialization area. Recommendation of a friend, acquaintance, or a colleague was also high on the list, 46% indicating it was very influential.

### **RCA Campus locations**

Tables 8 to 11 in Appendix G summarize the responses of students at the following campus locations in respective orders: Inland Empire (n = 23), Orange County (n = 28), San Fernando Valley (n = 32), and combination (n = 61) of others (because of few responses from each) including Central Coast (n = 9), High Desert (n = 4), Kern County (n = 7), Ventura (n = 8), Point Mugu (n = 2), Vandenberg (n = 7), and others (Unspecified but excluding Education and on-line

student) (n = 24). At these campuses overall reputation, location, and area of specialization match were in the top five influences. For Orange County and San Fernando Valley being near family was not in the top five but it was for Inland Empire and the Combination group. Recommendation of a friend, acquaintance, or a colleague was in the top five for San Fernando Valley (43%) and the Combination group (50%). Affordability was in the top five for Orange County (46%). Care and attention given by program administrator or advisor was in the top five for San Fernando Valley (37%).

### **RCA Education**

In Appendix H Table 12 summarizes the responses of graduate students in RCA Education programs other than teacher education (n = 16), and Table 13 summarizes the combined (n = 18) responses of RCA Teacher Education (n = 8) and Bakersfield Teacher Education (n = 10) programs. For both groups reputation, location and specialization match were in the top five influences. In both groups, a notable number endorsed care and attention given by program administrator or advisor as well, 50% and 44%, respectively.

### **On-Line**

Table 14 in Appendix I summarizes the responses of exclusively on-line graduate students (n = 19). Similar to the other campuses, the top five included reputation, location, and specialization area match. Additionally, it included on the program webpage (60%) that was absent in other campus location groups. Care and attention given by administrator and advisor was also high for on-line students (51%).

### **Summary of Findings**

Location, area of specialization match, and reputation of the program and the University were the top five reasons given by graduate students that influenced their decision to attending La Verne, as reflected in the total sample. The top five factors held up generally quite well in the various subgroups examined.

In several subgroups care and attention given by administrator and advisor, notably in RCA campuses, was in the top five factors that influenced decision to attend La Verne. For on-line students webpage information was also in the top five factors. There were notable differences in the responses of different ethnic and racial groups.

### **Recommendations**

1. Use these findings in the recruitment and retention of graduate students.
2. Develop culturally responsive approaches to recruit and retain graduate students.
3. Improve the information on program web pages.



Appendix A  
Graduate Survey Form

**University of La Verne  
Graduate Student Climate Survey  
Draft 1/3/11**

**The purpose of this survey is to gather information to improve graduate programs and services. This is a university-wide effort as part of our preparation for the re-affirmation of our accreditation by WASC (Western Association of Schools and Colleges).**

**While this is a voluntary survey, it is important that we receive the maximum number of responses from all programs and degree levels. The survey is comprehensive and will take about 20-30 minutes to complete. Your input is very important in our efforts for program improvements. It will provide much needed data to build a stronger future for our programs.**

**Responses are confidential, and will be reported by the Office of Institutional Research and Assessment only in aggregate and summary form to departments and programs for action. The summary of the results will also be posted on the Institutional Research web site. Thanks you very much for your time.**

**If you have questions about the survey please contact Dr. Yingxia Cao, Director of Institutional Research at [ycao@laverne.edu](mailto:ycao@laverne.edu), or Dr. Aghop Der-Karabetian, Associate V.P. for University Assessment at [ader-karabetian@laverne.edu](mailto:ader-karabetian@laverne.edu).**

**Please click [HERE](#) to access the survey. Doing so will serve as your consent to participate. Please respond by March 1, 2011.**

**A. Background and Demographic Questions**

1. Your current program degree
  - a. Master's degree (with or without credential)
  - b. DPA-Doctor of Public Administration
  - c. EdD-Doctor of Education
  - d. PsyD-Doctor of Psychology
  - e. JD-Juris Doctor
  - f. Credential (only)
  
2. Your current program title/name
  - College of Arts and Sciences
    - a. Counseling
    - b. Marriage and Family Therapy
    - c. Clinical-Community psychology
    - d. Other

## College of Business and Public Management

- e. Business Administration (MBA)
- f. Gerontology
- g. Health Administration
- h. Leadership and Management
- i. Public Administration-Masters
- j. Public Administration-Doctoral
- k. Other

## College of Education

- l. Child Development
- m. Child Life
- n. Educational Counseling
- o. Educational Management
- p. Multiple Subject Credential
- q. School Psychology
- r. Preliminary Administrative Services Credential only
- s. Reading
- t. Single Subject Credential
- u. Special Education
- v. Special Emphasis
- w. Organizational Leadership
- y. Pupil Personnel Credential only (non-degree seeking)
- x. Other

## 3. Program Location-Campus where you attend classes

- a. Main Campus
- b. Exclusively On-line
- c. RC Education other than Teacher Education (Away from the Main Campus)
- d. RC Teacher Education (Away from the Main Campus other than Bakersfield)
- e. Bakersfield-Teacher Education
- f. Central Coast
- g. High Desert
- h. Inland Empire
- i. Kern County
- j. Orange County
- k. San Fernando Valley
- l. Ventura County
- m. Point Mugu
- n. Vandenberg
- o. Other

4. When did you start your program? Semester/term: \_\_\_\_\_ Year: \_\_\_\_\_

5. When do you expect to graduate? Semester/term: \_\_\_\_\_ Year: \_\_\_\_\_

6. Your Ethnic/Racial background: \_\_\_\_\_

7a. Gender:

- a. Female
- b. Male

7b. Age: \_\_\_\_\_

7c. Marital status:

- a. Currently married
- b. Currently single

8. Are you an international student?

- a. Yes
- b. No

9. When you first entered graduate school at La Verne, did you already have a graduate degree from another institution?

- a. No
- b. Yes, a master's degree in the same field that I am now studying
- c. Yes, a master's degree in a different field than I am now studying
- d. Yes, a doctoral degree in a different field than the one I am now studying

10. Is your undergraduate (Bachelor's) degree from La Verne?

- a. Yes
- b. No

11. Are you currently attending La Verne as a

- a. Full-time student?
- b. Part-time student?

12. You are currently

- a. Employed full-time in a job that is related to your graduate program
- b. Employed part-time in a job that is related to your graduate program
- c. Employed full-time but not in a job related to your graduate program
- d. Employed part-time but not in a job related to your graduate program
- e. Not employed in a job at this time

**B. How much did the following factors influenced your DECISION to ENROLL in your program at La Verne?**

	Very	Somewhat	A Little	Not At All	Not Applicable
13. Reputation of your Program	-	-	-	-	-
14. La Verne's overall reputation	-	-	-	-	-
15. Area of specialization matched your interest	-	-	-	-	-
16. Location where the program					

was offered	-	-	-	-	-
17. Recommendation of a friend, acquaintance or colleague	-	-	-	-	-
18. Affordability compared to other private not-for-profit universities	-	-	-	-	-
19. Opportunity to work with a specific faculty member	-	-	-	-	-
20. Encouragement of a La Verne faculty member while deciding	-	-	-	-	-
21. Care and attention given to you by program administrator or advisor	-	-	-	-	-
22. The information available on the University and program webpage	-	-	-	-	-
23. Being near family or other significant individuals in your life	-	-	-	-	-
24. The Mission and Values of La Verne	-	-	-	-	-
26. Diversity of the student body	-	-	-	-	-

**C. How would you rate the following aspects of your program?**

	Poor	Fair	Good	Very Good	Excellent	Not Applicable
27. Relevance of course content to your field	-	-	-	-	-	-
28. Availability of courses	-	-	-	-	-	-
29. Speed of progress through program	-	-	-	-	-	-
30. Level of Academic standards	-	-	-	-	-	-
31. Quality of instruction in courses by full-time faculty	-	-	-	-	-	-
32. Quality of instruction in courses by part-time faculty	-	-	-	-	-	-
33. Intellectual quality of fellow students	-	-	-	-	-	-
34. Faculty accessibility and availability outside of class time	-	-	-	-	-	-
35. Faculty providing timely feedback about academic work	-	-	-	-	-	-
36. Extent of diversity issues	-	-	-	-	-	-

addressed in course content and assigned work	-	-	-	-	-	-
37. Use of technology in delivering courses	-	-	-	-	-	-
38. Quality of academic advising	-	-	-	-	-	-
39. Overall quality of the program compared to programs in other schools you considered attending	-	-	-	-	-	-

**D. How satisfied are you with the following aspects of your program and University Services, if they are applicable to you?**

	Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied	Not Applicable
<b>Program issues</b>						
40. Classroom facilities	-	-	-	-	-	-
41. Rapport between students and faculty in the program	-	-	-	-	-	-
42. Collegiality of students in the program	-	-	-	-	-	-
43. Opportunities for teamwork and collaboration	-	-	-	-	-	-
44. Opportunities to apply what you learn in the classroom	-	-	-	-	-	-
45. Feeling comfortable and supported in the program as a member of a national, ethnic, religious or racial group	-	-	-	-	-	-
<b>Services</b>						
46. Library access and support	-	-	-	-	-	-
47. Career advice from faculty	-	-	-	-	-	-
48. Assistance from Office of Career Services	-	-	-	-	-	-
49. Computer and technology facilities and services	-	-	-	-	-	-
50. Services of the Financial Aid Office	-	-	-	-	-	-
51. Writing assistance from the Learning Enhancement Center	-	-	-	-	-	-
52. Application process	-	-	-	-	-	-
53. Registration process	-	-	-	-	-	-
54. Office of the Graduate Academic Services	-	-	-	-	-	-
55. Parking	-	-	-	-	-	-
56. Food services	-	-	-	-	-	-
57. Break areas	-	-	-	-	-	-
58. Study spaces	-	-	-	-	-	-

59. How important is it to have services such as the Registrar, Financial Aid or Learning Enhancement Center available at night or on weekends?

Very important      Somewhat important      Minimally important      Not at all important

**E. How would you rate**

**a. Your following competencies BEFORE you started the program? and**

**b. How well coursework and experiences IN THE PROGRAM SO FAR have enhanced these competencies?**

	Minimal (or None At All In Program)	Fair	Good	Very Good	Excellent	Not Applicable
60. Team work						
Before starting	-	-	-	-	-	-
Program so far	-	-	-	-	-	-
61. Leadership skills						
Before starting	-	-	-	-	-	-
Program so far	-	-	-	-	-	-
62. Competence in working with ethnically and racially diverse individuals and groups						
Before starting	-	-	-	-	-	-
Program so far	-	-	-	-	-	-
63. Thinking critically and analytically						
Before starting	-	-	-	-	-	-
Program so far	-	-	-	-	-	-
64. Quantitative research skills						
Before starting	-	-	-	-	-	-
Program so far	-	-	-	-	-	-
65. Qualitative research skills						
Before starting	-	-	-	-	-	-
Program so far	-	-	-	-	-	-
66. Critically evaluating the scholarly literature in your field						
Before starting	-	-	-	-	-	-
Program so far	-	-	-	-	-	-
67. Examining my values and ethics in relations to your field						
Before starting	-	-	-	-	-	-
Program so far	-	-	-	-	-	-
68. Writing skills						
Before starting	-	-	-	-	-	-

Program so far	-	-	-	-	-	-
69. Oral and public speaking skills						
Before starting	-	-	-	-	-	-
Program so far	-	-	-	-	-	-
70. Analyzing quantitative problems involving statistics, math, etc.						
Before starting	-	-	-	-	-	-
Program so far	-	-	-	-	-	-
71. Computer and Internet skills						
Before starting	-	-	-	-	-	-
Program so far	-	-	-	-	-	-
72. Solving complex real-world problems						
Before starting	-	-	-	-	-	-
Program so far	-	-	-	-	-	-
73. Contributing to the welfare of your community						
Before starting	-	-	-	-	-	-
Program so far	-	-	-	-	-	-

**F. Please respond to these questions if you are working with a dissertation committee at this time (At least Form 1 is completed)**

(Please skip to SECTION G if you are NOT a doctoral student, or have NOT started working on a dissertation)

74. Helpfulness of the dissertation guidebook your program provides.

Not At All	A Little	Somewhat	Very
Satisfied	Satisfied	Satisfied	Satisfied

75. Helpfulness of your dissertation advisor in finding and formulating a dissertation topic.

Not At All	A Little	Somewhat	Very
Satisfied	Satisfied	Satisfied	Satisfied

76. Availability of your dissertation advisor to you for consultation.

Not At All	A Little	Somewhat	Very
Satisfied	Satisfied	Satisfied	Satisfied

77. Helpfulness of your advisor's feedback about your work

Not At All	A Little	Somewhat	Very
Satisfied	Satisfied	Satisfied	Satisfied

78. Advisor returning your work within a reasonable timeline.

Not At All	A Little	Somewhat	Very
Satisfied	Satisfied	Satisfied	Satisfied

79. Your confidence about conducting dissertation research when you started the process.



Not At All	A Little	Somewhat	Very
Satisfied	Satisfied	Satisfied	Satisfied

80. Dissertation preparatory workshop/seminar/course your program provides.

Not At All	A Little	Somewhat	Very
Satisfied	Satisfied	Satisfied	Satisfied

81. Dissertation related services provided by the office of Graduate Academic Services.

Not At All	A Little	Somewhat	Very
Satisfied	Satisfied	Satisfied	Satisfied

82. What would you change about the dissertation process of your program?

### **G. General Comments**

83. What do you think are the greatest strengths of your program?

84. What would you change in your program to make it better?

85. Other comments or suggestions:

## Appendix B

Table 1: Demographic Information

Table 1

Graduate Student Survey, spring 2011: Demographic Information (N = 615)

Item	Sample %	Census % (N = 3628)	Sample N
<b>Your current/last program degree (N =612):</b>			
1. Master's degree (with or without credentials)	78%		478
2. DPA-Doctor of Public Administration	3%		19
3. EdD-Doctor of Education	6%		38
4. PsyD-Doctor of Psychology	2%		13
5. JD-Juris Doctor	7%		40
Missing data			3
<b>Your current/last college (N =607)</b>			
1. College of Arts and Sciences	9%	5%	57
2. College of Business and Public Management	48%	49%	296
3. College of Education and Organizational Leadership	35%	34%	214
4. College of Law	7%	12%	40
Missing data			8
<b>Program of study (N =514)</b>			
1. Counseling	1%		4
2. Marriage and Family Therapy	2%		15
3. Clinical-Community Psychology	2%		14
4. Business Administration (MBA)	25%		155
5. Gerontology	1%		6
6. Health Administration	2%		15
7. Leadership and Management (MSLM)	12%		71
8. Public Administration-Masters	4%		22
9. Public Administration-Doctoral	3%		18
10. Child Development	1%		8
11. Child Life	1%		5
12. Educational Counseling	10%		62
13. Educational Management	1%		6
14. Multiple Subject Credential	4%		23
15. School Psychology	1%		4
16. Reading	1%		7
17. Single Subject Credential	2%		11
18. Special Education	1%		7
19. Special Emphasis	3%		17
20. Organizational Leadership (Doctoral)	6%		38

21. Preliminary Administrative Services Credential Only	0%	0
22. Pupil Personal Credential Only	.5%	1
23. Other	5%	32
Missing data		74
<b>Campus attended (N =507)</b>		
1. Main Campus	50%	310
2. Exclusively Online	3%	19
3. RCA Education other than Teacher Educations (away from the main campus)	3%	16
4. RCA Teacher Education (away from the main campus other than Bakersfield)	1%	8
5. Bakersfield-Teacher Education	2%	10
6. Central Coast	2%	9
7. High Desert	1%	4
8. Inland Empire	4%	23
9. Kern County	1%	7
10. Orange County	5%	28
11. San Fernando Valley	5%	32
12. Ventura County	1%	8
13. Point Mugu	.5%	2
14. Vandenberg	1%	7
15. Other	4%	24
Missing data		108
<b>Term/semester started program (N =609)</b>		
1. Fall	62%	378
2. Winter	14%	86
3. Spring	15%	91
4. Summer	9%	54
Missing data		6
<b>Year started program (N =609)</b>		
1. 2001	.5%	1
2. 2002	.5%	1
3. 2004	.5%	2
4. 2005	.5%	2
5. 2006	.5%	3
6. 2007	5%	30
7. 2008	18%	11
8. 2009	31%	190
9. 2010	43%	266
10. Other	1%	4
Missing data		6

**Term expected to graduate (N =589)**

1. Fall	18%		112
2. Winter	17%		103
3. Spring	52%		318
4. Summer	9%		56
Missing data			26

**Year expected to graduate (N =605)**

1. 2010	4%		27
2. 2011	42%		261
3. 2012	33%		205
4. 2013	14%		83
5. 2014	3%		19
6. 2015	1%		7
7. Other	.5%		3
Missing data			10

**Non-resident alien (N =610)**

1. Yes	9%		54
2. No	90%		556
Missing data			5

**Are you Hispanic/Latino? (N =552)**

1. Yes	30%		187
2. No	59%		365
Missing data			90

**Race/Ethnicity (N =485)**

1. American Indian/Alaska Native	.5%	1%	3
2. Black/African American	9%	9%	54
3. White/Caucasian	43%	30%	264
4. Asian/Pacific Islander	9%	16%	55
5. Other	18%		109
Missing data			130

**Gender (N =608)**

1. Male	30%	36%	186
2. Female	69%	63%	422
Missing data			7

**Marital status (N =607)**

1. Currently married	42%		256
2. Currently single (never married)	32%		198
3. In a committed relationship	15%		90
4. Other (divorced, separated, etc.)	10%		63
Missing data			8

**International student (N =608)**

1. Yes	8%	48
2. No	91%	560
Missing data		7

**Already possess a graduate degree? (N =608)**

1. No	86%	526
2. Yes, a master's degree in the same field that I am now studying	5%	28
3. Yes, a master's degree in a different field than I am now studying	8%	49
4. Yes, a doctoral degree in a different field than the one I am now studying	1%	5
Missing data		7

**Undergraduate degree from the University of La Verne (N =610)**

1. Yes	21%	129
2. No	78%	481
Missing data		5

**Current attendance status (N =607)**

1. Full-Time	54%	330
2. Part-Time	36%	224
3. Have graduated	9%	53
Missing data		8

**Current enrollment status (N =610)**

1. Employed full-time in a job that is related to your graduate program	44%	270
2. Employed part-time in a job that is related to your graduate program	13%	77
3. Employed full-time but not in a job related to your graduate program	14%	84
4. Employed part-time but not in a job related to your graduate program	7%	41
5. Not employed in a job at this time	22%	138
Missing data		5

**Academic achievement (N =608)**

1. Far better than expected	29%	176
2. As well as expected	64%	394
3. Somewhat worse than expected	4%	27
4. Far worse than expected	2%	11
Missing data		7

**Descriptive information: Mean and Standard Deviation**

1. Age	34.76	10.28	n = 589
2. Current GPA	3.71	.41	n = 546

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## Appendix C

Table 2: Influencing factors to attend La Verne by the whole sample



Table 2

*Graduate student survey responses (2011): Influencing factors to Attend La Verne (N/A responses were excluded)*

Item	<i>n</i>	Not at all	A little/Somewhat	Very	N/A
1. Reputation of your program	591	13%	37%	50%	11
2. La Verne's overall reputation	594	11%	35%	54%	6
3. Area of specialization that matched your interest	588	5%	22%	73%	14
4. Location where the program was offered	580	6%	21%	73%	17
5. Recommendation of a friend, acquaintance, or a colleague	519	22%	33%	45%	81
6. Affordability compared to other private not-for-profit	560	33%	38%	29%	37
7. Opportunity to work with a specific faculty member	507	62%	23%	16%	88
8. Encouragement of a ULV faculty member while deciding	518	51%	25%	25%	82
9. Care and attention given to you by program administrator or advisor	561	28%	37%	36%	34
10. The information available on the university and program webpage	582	20%	47%	33%	16
11. Being near family or other significant individuals in your life	551	20%	27%	52%	43
12. The mission and values of La Verne	570	26%	40%	33%	27
13. Diversity of the student body	564	39%	37%	24%	35

## Appendix D

Table 3 and 4: Responses of full-time and part-time students

Table 3  
 Graduate student survey responses (2011): Influencing factors to attend La Verne(N/A responses were excluded) by **Full-Time students**

Item	<i>n</i>	Not at all	A little/Somewhat %	Very	N/A
1. Reputation of your program	319	13	37	50	11
2. La Verne's overall reputation	319	11	36	53	11
3. Area of specialization that matched your interest	314	6	19	75	16
4. Location where the program was offered	312	6	23	71	18
5. Recommendation of a friend, acquaintance, or a colleague	282	21	35	44	48
6. Affordability compared to other private not-for-profit	301	31	43	26	29
7. Opportunity to work with a specific faculty member	274	61	24	15	56
8. Encouragement of a ULV faculty member while deciding	276	51	25	24	54
9. Care and attention given to you by program administrator or advisor	300	28	36	36	30
10. The information available on the university and program webpage	316	19	46	35	14
11. Being near family or other significant individuals in your life	301	21	27	52	29
12. The mission and values of La Verne	310	27	39	34	20
13. Diversity of the student body	303	36	41	23	27

Table 4  
 Graduate student survey responses (2011): Influencing factors to attend La Verne (N/A responses were excluded) by **Part-Time students**

Item	<i>n</i>	Not at all	A little/Somewhat %	Very	N/A
1. Reputation of your program	217	12	38	50	7
2. La Verne's overall reputation	219	10	36	54	5
3. Area of specialization that matched your interest	219	5	26	69	5
4. Location where the program was offered	215	4	20	76	9
5. Recommendation of a friend, acquaintance, or a colleague	191	21	31	48	33
6. Affordability compared to other private not-for-profit	210	34	31	35	14
7. Opportunity to work with a specific faculty member	186	64	22	14	38
8. Encouragement of a ULV faculty member while deciding	192	51	25	24	32
9. Care and attention given to you by program administrator or advisor	209	28	40	32	15
10. The information available on the university and program webpage	214	22	49	29	10
11. Being near family or other significant individuals in your life	201	18	29	53	23
12. The mission and values of La Verne	208	26	44	30	16
13. Diversity of the student body	208	44	33	23	16

## Appendix E

Tables 5 and 6: Responses of student reporting doing better than expected and worse than expected

Table 5

*Graduate student survey responses (2011): Influencing Factors (N/A responses were excluded)  
Academic Performance: Doing better than expected*

Item	<i>n</i>	Not at all	A little/Somewhat %	Very	N/A
1. Reputation of your program	172	12	30	58	4
2. La Verne's overall reputation	173	9	30	61	3
3. Area of specialization that matched your interest	174	4	14	82	2
4. Location where the program was offered	170	5	18	77	6
5. Recommendation of a friend, acquaintance, or a colleague	150	21	34	45	26
6. Affordability compared to other private not-for-profit	168	29	42	29	8
7. Opportunity to work with a specific faculty member	148	57	20	23	28
8. Encouragement of a ULV faculty member while deciding	153	45	23	32	23
9. Care and attention given to you by program administrator or advisor	164	21	30	49	12
10. The information available on the university and program webpage	172	13	39	48	4
11. Being near family or other significant individuals in your life	164	18	21	61	12
12. The mission and values of La Verne	165	21	37	42	11
13. Diversity of the student body	164	29	34	37	12

Table 6

*Graduate student survey responses (2011): Influencing factors to attend La Verne (N/A responses were excluded) by academic Performance: Doing worse than expected*

Item	<i>n</i>	Not at all	A little/Somewhat %	Very	N/A
1. Reputation of your program	35	26	40	34	3
2. La Verne's overall reputation	37	22	37	41	1
3. Area of specialization that matched your interest	34	15	9	76	4
4. Location where the program was offered	35	6	40	54	3
5. Recommendation of a friend, acquaintance, or a colleague	34	32	38	30	4
6. Affordability compared to other private not-for-profit	34	35	35	30	4
7. Opportunity to work with a specific faculty member	33	67	31	12	5
8. Encouragement of a ULV faculty member while deciding	32	63	15	22	6
9. Care and attention given to you by program administrator or advisor	31	42	39	19	7
10. The information available on the university and program webpage	35	37	46	17	3
11. Being near family or other significant individuals in your life	33	18	27	55	5
12. The mission and values of La Verne	36	28	42	30	2
13. Diversity of the student body	34	50	35	15	4

## Appendix F

Table 7: Main Campus graduate student responses



Table 7

*Graduate student survey responses (2011): Influencing Factors (N/A responses were excluded)*  
*Program Location: Main Campus*

Item	<i>n</i>	Not at all	A little/Somewhat	Very	N/A
1. Reputation of your program	301	12	32	56	9
2. La Verne's overall reputation	301	9	33	56	9
3. Area of specialization that matched your interest	297	5	23	72	13
4. Location where the program was offered	294	7	27	66	16
5. Recommendation of a friend, acquaintance, or a colleague	268	22	32	46	42
6. Affordability compared to other private not-for-profit	284	33	38	29	26
7. Opportunity to work with a specific faculty member	259	54	25	21	51
8. Encouragement of a ULV faculty member while deciding	268	44	26	30	42
9. Care and attention given to you by program administrator or advisor	291	26	38	36	19
10. The information available on the university and program webpage	295	17	47	36	15
11. Being near family or other significant individuals in your life	282	21	27	52	28
12. The mission and values of La Verne	288	24	38	38	22
13. Diversity of the student body	290	35	39	26	20

## Appendix G

Tables 8-11: Responses of graduate student at RCA campuses: Inland Empire, Orange County, San Fernando Valley, and combination of others excluding Education and on-line.

Table 8

*Graduate student survey responses (2011): Influencing factors to attend La Verne (N/A responses were excluded). Program location: Inland Empire*

Item	<i>n</i>	Not at all	A little/Somewhat %	Very	N/A
1. Reputation of your program	22	9	45	46	1
2. La Verne's overall reputation	22	5	32	63	1
3. Area of specialization that matched your interest	22	0	23	77	1
4. Location where the program was offered	21	5	10	85	2
5. Recommendation of a friend, acquaintance, or a colleague	20	20	35	45	3
6. Affordability compared to other private not-for-profit	21	33	33	34	2
7. Opportunity to work with a specific faculty member	19	68	26	6	4
8. Encouragement of a ULV faculty member while deciding	19	74	16	10	4
9. Care and attention given to you by program administrator or advisor	21	38	38	24	2
10. The information available on the university and program webpage	22	18	45	37	1
11. Being near family or other significant individuals in your life	21	19	29	52	2
12. The mission and values of La Verne	21	19	58	23	2
13. Diversity of the student body	21	52	24	24	2

Table 9

*Graduate student survey responses (2011): Influencing factors to attend La Verne (N/A responses were excluded). Program Location: Orange County*

Item	<i>n</i>	Not at all	A little/Somewhat	Very	N/A
1. Reputation of your program	26	15	42	43	2
2. La Verne's overall reputation	27	11	41	48	1
3. Area of specialization that matched your interest	26	11	31	58	2
4. Location where the program was offered	25	4	4	92	3
5. Recommendation of a friend, acquaintance, or a colleague	21	24	34	42	7
6. Affordability compared to other private not-for-profit	24	33	21	46	4
7. Opportunity to work with a specific faculty member	23	74	21	5	5
8. Encouragement of a ULV faculty member while deciding	24	63	26	11	4
9. Care and attention given to you by program administrator or advisor	25	24	44	32	3
10. The information available on the university and program webpage	26	31	47	22	2
11. Being near family or other significant individuals in your life	24	38	42	20	4
12. The mission and values of La Verne	26	39	46	15	2
13. Diversity of the student body	25	52	36	12	3

Table 10

*Graduate student survey responses (2011): Influencing factors to attend La Verne (N/A responses were excluded). Program Location: Orange County*

Item	<i>n</i>	Not at all	A little/Somewhat	Very	N/A
1. Reputation of your program	26	15	42	43	2
2. La Verne's overall reputation	27	11	41	48	1
3. Area of specialization that matched your interest	26	11	31	58	2
4. Location where the program was offered	25	4	4	92	3
5. Recommendation of a friend, acquaintance, or a colleague	21	24	34	42	7
6. Affordability compared to other private not-for-profit	24	33	21	46	4
7. Opportunity to work with a specific faculty member	23	74	21	5	5
8. Encouragement of a ULV faculty member while deciding	24	63	26	11	4
9. Care and attention given to you by program administrator or advisor	25	24	44	32	3
10. The information available on the university and program webpage	26	31	47	22	2
11. Being near family or other significant individuals in your life	24	38	42	20	4
12. The mission and values of La Verne	26	39	46	15	2
13. Diversity of the student body	25	52	36	12	3

Table 11

*Graduate student survey responses (2011): Influencing factors to attend La Verne (N/A responses were excluded). Program Location: Central coast + High Desert + Kern county + Ventura + Point Mugu + Vandenberg + Other*

Item	<i>n</i>	Not at all	A little/Somewhat	Very	N/A
1. Reputation of your program	61	12	42	46	0
2. La Verne's overall reputation	61	10	43	47	0
3. Area of specialization that matched your interest	60	5	18	77	1
4. Location where the program was offered	60	3	12	85	1
5. Recommendation of a friend, acquaintance, or a colleague	56	18	32	50	5
6. Affordability compared to other private not-for-profit	56	30	41	29	5
7. Opportunity to work with a specific faculty member	51	75	12	13	10
8. Encouragement of a ULV faculty member while deciding	54	63	17	20	7
9. Care and attention given to you by program administrator or advisor	55	29	39	32	6
10. The information available on the university and program webpage	60	27	43	30	1
11. Being near family or other significant individuals in your life	56	14	30	56	5
12. The mission and values of La Verne	57	26	52	22	4
13. Diversity of the student body	54	50	41	9	7

Appendix H

Tables 12 and 13: Responses of education student

Table 12

*Graduate student survey responses (2011): Influencing factors to attend La Verne (N/A responses were excluded). Program Location: RCA Ed other than teacher Ed*

Item	<i>n</i>	Not at all	A little/Somewhat	Very	N/A
1. Reputation of your program	15	33	26	41	1
2. La Verne's overall reputation	14	21	42	37	2
3. Area of specialization that matched your interest	16	6	19	75	0
4. Location where the program was offered	16	6	30	64	0
5. Recommendation of a friend, acquaintance, or a colleague	13	15	30	55	3
6. Affordability compared to other private not-for-profit	16	50	25	25	0
7. Opportunity to work with a specific faculty member	13	77	7	16	3
8. Encouragement of a ULV faculty member while deciding	11	36	36	28	5
9. Care and attention given to you by program administrator or advisor	14	36	14	50	2
10. The information available on the university and program webpage	15	27	46	27	1
11. Being near family or other significant individuals in your life	14	7	50	43	2
12. The mission and values of La Verne	14	57	21	22	2
13. Diversity of the student body	14	64	14	22	2



Table 13

*Graduate student survey responses (2011): Influencing factors to attend La Verne (N/A responses were excluded). Program Location: RCA Teacher Ed + Bakersfield Ed*

Item	<i>n</i>	Not at all	A little/Somewhat	Very	N/A
1. Reputation of your program	17	12	30	58	1
2. La Verne's overall reputation	17	6	29	75	1
3. Area of specialization that matched your interest	17	0	17	83	1
4. Location where the program was offered	18	0	17	83	0
5. Recommendation of a friend, acquaintance, or a colleague	17	17	18	65	1
6. Affordability compared to other private not-for-profit	17	35	46	19	1
7. Opportunity to work with a specific faculty member	15	60	33	7	3
8. Encouragement of a ULV faculty member while deciding	17	29	46	25	1
9. Care and attention given to you by program administrator or advisor	18	28	28	44	0
10. The information available on the university and program webpage	17	17	64	19	1
11. Being near family or other significant individuals in your life	18	11	16	73	0
12. The mission and values of La Verne	18	22	23	55	0
13. Diversity of the student body	18	28	33	39	0

## Appendix I

Table 14: Responses of on-line students

Table 14

*Graduate student survey responses (2011): Influencing factors to attend La Verne (N/A responses were excluded). Campus Location: Exclusively On-Line*

Item	<i>n</i>	Not at all	A little/Somewhat	Very	N/A
1. Reputation of your program	18	6	61	33	1
2. La Verne's overall reputation	18	0	39	61	1
3. Area of specialization that matched your interest	18	0	17	83	1
4. Location where the program was offered	15	0	7	93	4
5. Recommendation of a friend, acquaintance, or a colleague	15	27	33	40	4
6. Affordability compared to other private not-for-profit	17	12	46	42	2
7. Opportunity to work with a specific faculty member	13	84	7	9	6
8. Encouragement of a ULV faculty member while deciding	12	67	8	25	7
9. Care and attention given to you by program administrator or advisor	16	25	24	51	3
10. The information available on the university and program webpage	18	6	34	60	1
11. Being near family or other significant individuals in your life	16	13	18	69	3
12. The mission and values of La Verne	17	12	41	47	2
13. Diversity of the student body	15	33	46	21	4