



UNIVERSITY OF LA VERNE

Survey of Graduate Students

Report III: Satisfaction With Services and Program Climate

Spring 2011

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July 20, 2011

Executive Summary

Purpose

The purpose of the survey was to gather actionable information from graduate students across the university. The focus of Report III is satisfaction with services and program climate.

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. Six items dealt with program climate and 14 items dealt with University Services.

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 31st, 2011. A total of 615 students responded, a return rate of 17%. The distributions 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.

Summary of Findings

Data were summarized for the total sample as well as for the following subgroups: Full and part-time, self-reported performance levels, ethnic and racial groups, and campus locations. In the total sample very high percentage of the respondents were somewhat or very satisfied with the **climate** elements of the program:

- Opportunity to apply what has been learned in the classroom (89%)
- Opportunity for teamwork (86%)
- Rapport between students and faculty (85%)
- Feeling comfortable as a member of national, ethnic, racial, or religious group (83%)
- Collegiality of students (82%)
- Classroom facilities (72%)

Some variability was noticeable across various subgroups. Those who reported doing worse than expected in their programs also report less satisfaction with the climate of their programs. Asian/PI and international student appeared to be somewhat less satisfied with collegiality of students, and feeling comfortable as members of racial or national groups (About 70%). Full-time and part-time students seemed be equally highly satisfied with the climate of their programs. Different campus locations did not appear to generate noticeable differences in their satisfaction with the climate of the program.

In the **service areas**, 10-40% of students indicated “Not Applicable,” suggesting that either they did not use the services or did not wish to express an opinion. The top five areas of satisfaction were:

- Library access and support (86%)

- Application process (80%)
- Registration process (76%)
- Financial Aid Office (76%)
- Computer and technology facilities and services (70%)

The rest of the service areas with descending order of satisfaction were:

- Office of graduate service (68%)
- Career advice from faculty (66%)
- Writing assistance from Learning Enhancement Center (64%)
- Study space (63%)
- Break areas (58%)
- Assistance from the Office of Career Services (54%)
- Parking (52%)
- Food services (47%)

About one-half of the respondents (53%) thought it was “Very Important” to have services such as the registrar, financial aid, or Learning Enhancement Center available at night or on weekends.

Some noticeable variability existed among some subgroups. RCA education non-Teacher Education students appeared to be less satisfied with services overall, and exclusively on-line students appeared to be more highly satisfied with services they used. Relatively fewer Asian/PI students seem to be satisfied with career services, computer and technology facilities and services, and writing assistance from LEC. Combined respondents from campuses other than Inland Empire, Orange County, and San Fernando Valley seemed to be somewhat less satisfied with career services, writing assistance, computer and technology facilities and services, and the Financial Aid Office.

Recommendations

1. Consider the needs of specific sub-population as they work to improve the services provided.
2. Provide resources to the Office of Career Services to meet the demand by graduate students.
3. Provide resources to the Learning Enhancement Center to meet the demand of graduate students regarding assistance with writing.
4. Reconsider the way food services are provided
5. Find ways to make some essential services available on evenings and weekends, such as the registrar, financial aid and writing assistance.

Table of Contents

	Page
Executive Summary	2
Purpose	5
Method and Procedure	5
Findings	6
Total Sample	6
Full and part-time students	7
Performance levels	7
Ethnic and racial background	7
Main Campus location	9
RCA Campus locations	10
RCA Education	10
On-Line	11
Appendix A: Graduate Survey Form	13
Appendix B: Demographic Information	22
Appendix C: Table 2 – Responses of total sample	28
Appendix D: Table 3 and 4 – Responses of full- and part-time students	30
Appendix E: Table 5 and 6 – Responses by performance level	33
Appendix F: Table 7 – Responses of Main Campus students	36
Appendix G: Table 8 to 11 – Response from RCA campuses	38
Appendix H: Table 12 and 13 – Responses of Education students	43
Appendix I: Table 14 – Responses of On-line students	46

Purpose

The purpose of the survey was to gather actionable information from graduate students attending graduate programs across the University at all locations. This report focuses on satisfaction with services and program climate.

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. Thirteen of the questions dealt with program quality. Additional three open-ended questions were included that asked about the strengths of the programs, changes they would suggest, and additional comments (Appendix A). Besides demographic, location and program status questions the following areas were covered:

1. Factors influencing decision to attend La Verne
2. Quality of the different aspects of the program
- 3. Satisfaction with program and university support services (Focus of this Report)**
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 stem of the satisfaction items was, “How satisfied are you with the following aspects of your program and services, if they are applicable to you?” The 5-point Likert-type rating scale was: Very Dissatisfied, Somewhat Dissatisfied, Neutral, Somewhat Satisfied, Very Satisfied.

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 31st, 2011.

Sample Characteristics

A total of 615 students responded, a return rate of 17%. The distributions 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 were 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 III) is satisfaction with services and program climate. Regardless of degree level or program of study, responses of the total sample are presented, as well as broken down by status as full or part time, self-reported performance as better or worse than expected, ethnic and racial background, and campus 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 around 20 respondents. Also, whenever possible data have been broken down by main campus and off campus subgroups for programs that offer them away from the main campus, or on-line.

The “Very Satisfied” and the “Somewhat Satisfied” response categories are combined in the presentation of the findings. The appendices include responses in other response categories as well. “Not applicable” responses were not included in the calculation of the percentages.

Total Sample

Table 2 in Appendix C summarizes the responses of the total sample (n = 615) to items dealing with program climate and University services. Very high percentage of the respondents were somewhat satisfied or very satisfied with the **climate** elements of the program:

- Opportunity to apply what has been learned in the classroom (89%)
- Opportunity for teamwork (86%)
- Rapport between students and faculty (85%)
- Feeling comfortable as a member of national, ethnic, racial, or religious group (83%)
- Collegiality of students (82%)
- Classroom facilities (72%)

In the **service areas**, 10-40% indicated “Not Applicable” suggesting that either they did not use the service or did not wish to express an opinion. The top five areas of satisfaction were:

- Library access and support (86%)
- Application process (80%)
- Registration process (76%)
- Financial Aid Office (76%)
- Computer and technology facilities and services (70%)

The rest of the service areas with descending order of satisfaction were:

- Office of graduate service (68%)
- Career advice from faculty (66%)
- Writing assistance from Learning Enhancement Center (64%)
- Study space (63%)
- Break areas (58%)
- Assistance from the Office of Career Services (54%)
- Parking (52%)
- Food services (47%)

About one-half of the respondents (53%) thought it was “Very Important” to have services such as the registrar, financial aid, or Learning Enhancement Center available at night or on weekends.

Full and Part-Time Status

The pattern of satisfaction responses by full-time (n = 330) and part-time (n = 224) students was very comparable to the overall sample regarding both program climate and University services (Tables 3 and 4, Appendix D). One significant discrepancy between the full-time and part-time students was satisfaction with food services, 50% and 33%, respectively. Also, about half of both groups thought it was very important to have services such as the registrar, financial aid and Learning Enhancement Center Available at night or on weekends.

Self-Reported Performance Level

Tables 5 and 6 in Appendix E summarize the responses of higher performing (n = 176, “Doing far better than expected”), and lower performing (n = 38, “Doing worse than expected”) students. Comparable to the total sample, among the higher performing students about 9 out of 10 were satisfied with the **climate** of the program; 77% were satisfied with the facilities. However, lower performing students reported significantly lower satisfaction with program climate across the board in comparison to the total sample as well as in comparison to the higher performing students. Of especial note is the fact that only about half (52%) of the lower performing students reported feeling comfortable and supported in the program as a member of a national, ethnic, religious or racial group.

Regarding satisfaction with University **services**, higher performing students had the same pattern as the overall sample, and across the board relatively more expressed slightly greater satisfaction with services than the total sample. On the other hand, fewer lower performing students

expressed satisfaction with services across the board compared to the total sample as well as in comparison to higher performing students. However, about 70% were satisfied with library services, services of the Financial Aid office and the application process; 65% were satisfied with the registration process, and 59% with Graduate Academic Services. Less than half expressed satisfaction with the rest of the services. The generally lower satisfaction by low performing students could be partially a halo effect of the academically challenging experiences they maybe having. It is also possible that their lower performance could be partially affected by the less than desirable perceived climate, or the services they are receiving.

Ethnic and Racial Background

The table below shows the satisfaction responses (Somewhat Satisfied and Very Satisfied) of graduate students from different ethnic and racial backgrounds, and international students to items dealing with satisfaction with program climate and University services.

	Latino (n = 187)	African American (n = 54)	Asian/PI (n = 55)	White (n = 264)	International (n = 48)
	%	%	%	%	%
Program Climate					
1. Classroom facilities	72	82	76	71	69
2. Rapport between students and faculty in the program	87	96	79	86	76
3. Collegiality of students in the program	85	92	72	82	76
4. Opportunities for teamwork and collaboration	90	84	83	86	82
5. Opportunities to apply what you learn in the classroom	93	96	90	86	76
6. Feeling comfortable and supported in the program as a member of a national, ethnic, religious or racial group	89	86	74	83	72
University Services					
7. Library access and support	87	90	82	85	84
8. Career advice from faculty	76	65	56	65	64
9. Assistance from Office of Career Services	61	55	45	50	61
10. Computer and technology facilities and services	79	76	61	66	74
11. Services of Financial Aid Office	81	85	86	60	57
12. Writing assistance from the Learning Enhancement Center	69	62	50	62	77
13. Application process	82	82	88	79	81
14. Registration process	79	81	82	76	72
15. Office of the Graduate	69	74	67	66	70

Academic Services					
16. Parking	55	66	59	51	47
17. Food Services	57	54	37	43	49
18. Break Areas	64	60	44	56	62
19. Study spaces	69	67	58	60	69
Item	Very Important				
20. Importance in having services such as the Registrar, Financial Aid or Learning Enhancement Center available at night on weekends	68	62	44	48	56

Regarding program **climate**, similar to the overall sample, 7 to 9 out of 10 students in all groups seemed to be satisfied with the climate of their programs. However, there were some differences between the groups. Relatively fewer Asian/PI and International students were satisfied with collegiality, 72% and 76%, respectively, and feeling comfortable and supported as members of national, ethnic, racial, or religious groups, 74% and 72%, respectively. Relatively fewer international students (76%) seem to be satisfied with opportunities to apply what they learn in the classroom. Satisfaction with the climate of the programs appeared to be very comparable among the Latino, African American and White students. Satisfaction with facilities appeared to be somewhat of an issue with all groups relative to other climate factors.

Regarding University **services**, across all groups, about 7 to 9 out of 10 students seemed to be satisfied with library services, the application process, and the registration process; About 6 to 7 out of 10 students seemed to be satisfied with career advice from faculty, writing assistance from the Learning Enhancement Center (Except Asian/PI, 50%), computer technology, study spaces, and Graduate Academic Services. Relatively fewer White and International students were satisfied with the services of the Financial Aid Office, 60% and 57%, respectively, compared to over 80% of the other groups being satisfied.

Satisfaction with assistance from the Career Services Office parking, food, and break areas were not strong across all groups, ranging in the 50-60% ranges and lower. The importance of having services available at nights and on weekends varied from 68% for Latinos to 44% to Asian/PI.

Main Campus Location

Table 7 in Appendix F summarizes the responses of the Main Campus graduate students (n = 310) regarding satisfaction with the climate of their programs and the University services. Regarding **climate**, similar to the total sample, over 80% of students were satisfied with all the elements, accept facilities (69%).

Regarding University **services**, the satisfaction pattern was very comparable to the total sample. About 7 to 8 out of 10 students seemed to be satisfied with the library services, computer technology, Financial Aid office, Graduate Academic Services, writing assistance from Learning Enhancement Center, and the application and registration processes. However, only 29% of Main campus students compared to the 53% of the total sample indicated as very important having services available at night and on weekends.

RCA Campus Locations

Tables 8 to 11 in Appendix G summarize the responses of students at the following campus locations in respective order: Inland Empire (n = 23), Orange County (n = 28), San Fernando Valley (n = 32), and a Combination group (n = 61) composed of 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 students) (n = 24).

Regarding **climate**, similar to the total sample, 8 to 9 out of 10 were satisfied with the climate of their programs, except in Inland Empire and the Combination groups where somewhat fewer were satisfied with facilities, 76% and 73%, respectively.

Regarding University **services**, the pattern was also mostly comparable to the total population with some variations across different locations. Across all groups, about 7 to 9 out of 10 were generally satisfied with library services, application and the registration processes, the Financial Aid Office, and Office of Graduate Academic Services. About 6 to 7 out of 10 were satisfied with computer facilities and services. However, the Combination group tended to have somewhat fewer respondents who were satisfied with services of the library (73%), Office of Career Services (44%), Technology facilities and services (54%), and writing assistance from LEC (51%). Parking, food service, break areas, and study spaced were generally not high sources of satisfaction, except parking in Orange County (85%).

Relatively more in the Combination group (55%) indicated it was very important to have services like the registrar, financial aid and the Learning Enhancement Center be available at night and on weekends.

RCA Education

In Appendix H Table 12 summarizes the responses of graduate students in RCA Education programs other than Teacher Education (n = 16). Table 13 summarizes the combined (n = 18) responses of RCA Teacher Education (n = 8) and Bakersfield Teacher Education (n = 10) programs.

Regarding **climate**, similar to the total sample in both groups about 8 to 10 out of 10 seemed to be generally satisfied with the program climate. However, relatively fewer Non-teacher education students seemed to be satisfied with classroom facilities the Teacher Education students, 66% and 76%, respectively, and with feeling comfortable as a member of ethnic, racial, religious or national group, 69% and 79%, respectively.

Regarding **Services**, the responses of the teacher education students reflected generally strong satisfaction with services, and even noticeably higher than the total sample in a number of areas such as computer and technology facilities and services (86%), Financial Aid Office (86%), writing assistance from LEC (86%), and parking (83%). Among those who used the services, significantly fewer non-teacher education students compared to Teacher Education students seemed to be satisfied in general except with library services, 75% and 77% respectively, break areas, 80% and 64%, respectively, and study areas, 100% and 60%, respectively. Also, significantly more of Teacher Education student thought it was very important to have some services open at night and over the weekend, 81% and 59%, respectively.

On-Line

Table 14 in Appendix I summarizes the responses of exclusively on-Line graduate students (n = 19). Regarding **climate**, their responses were comparable to the total sample and reflected a high degree of satisfaction, especially with opportunities to apply what they learn in the classroom (100%), and feeling comfortable as members of ethnic, racial, national or religious groups (95%).

Regarding **services**, for the ones they used, over 80% appeared to be satisfied, across the board, in higher percentages compare to the total sample. Especially notable was their satisfaction with the library services (94%), application (94%) and the registration processes (94%), the Office of Graduate Academic Services (92%), and writing assistance from LEC (89%). About half of the respondents, similar to the total sample, indicated it was very important to have services such as the registrar, financial aid, and LEC available at night and on weekends.

Summary of Findings

Regarding **climate**, overall, graduate students appeared to be in general quite satisfied (Over 80%) with the climate of their programs in terms of rapport with faculty, collegiality of students, opportunities for teamwork, applying what they learn in the classroom, as well as feeling comfortable and supported as members of ethnic, racial, national or religious groups. However, classroom facilities tended to be considered satisfactory by about 70% of students across various sub-groups. However, some variability was noticeable across various subgroups. Those who reported not doing as well as expected in their programs also reported less satisfaction with the climate of their programs. Asian/PI and international student appeared to be somewhat less satisfied with collegiality of students and feeling comfortable as members of racial or national groups (About 70%). Full-time and part-time students seemed to be equally highly satisfied with the climate of their programs. Different campus locations did not appear to generate noticeable differences in program climate.

Regarding University **services**, overall, there seemed to be good degree of satisfaction (About 70% and higher) with library access and services, the Financial Aid Office, application and registration processes, computer facilities and services, and the Graduate Academic Services. Satisfaction seemed to be somewhat lower with assistance from the Office of Career Services, writing assistance from the LEC, and in areas of parking, food services, break and study spaces. Some noticeable variability existed among some subgroups. RCA education other than teacher education appeared to be less satisfied with services overall, and exclusively on-line students appeared to be more highly satisfied with services they used. Relatively fewer Asian/PI students seemed to be satisfied with career services, computer and technology facilities and services, and writing assistance from LEC. Combined respondents from campuses other than Inland Empire, Orange County, San Fernando Valley seemed to be somewhat less satisfied with career services, writing assistance, computer and technology facilities and services, and the financial aid office.

Overall, about half the respondents indicated that it is very important to have services such as the registrar, financial aid and the Learning Enhancement Center available on evenings and on weekends.

Recommendations

1. Consider the needs of specific sub-populations to improve services.
2. Provide resources to the Office of Career Services to meet the demand by graduate students.
3. Provide resources to the Learning Enhancement Center to meet the demand of graduate students regarding assistance with writing.
4. Improve the way food services are provided.
5. Find ways to make some essential services available on evenings and weekends, such as the registrar, financial aid and writing assistance.

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, or Dr. Aghop Der-Karabetian, Associate V.P. for University Assessment at 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/ Unaccep- table	Fair/ Some- what Acceptable	Good/ Accep- table	Very Good	Excellent/ Outstanding	N/A
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
Program issues						
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	-	-	-	-	-	-
Services						
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
Your current/last program degree (N =612):			
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
Your current/last college (N =607)			
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
Program of study (N =514)			
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

Campus attended (N =507)

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

Term/semester started program (N =609)

1. Fall	62%	378
2. Winter	14%	86
3. Spring	15%	91
4. Summer	9%	54
Missing data		6

Year started program (N =609)

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

Appendix C

Table 2: Responses of total sample to items on services and program climate

Table 2

Graduate student survey responses (2011): Satisfaction with program and university services (N/A responses were excluded)-Total sample (n = 615).

Item	<i>n</i>	Somewhat Dissatisfied/ Very Dissatisfied	Neutral	Somewhat Satisfied/ Very Satisfied	N/A
Program Climate					
1. Classroom facilities	572	15%	14%	72%	21
2. Rapport between students and faculty in the program	592	4%	11%	85%	1
3. Collegiality of students in the program	586	6%	12%	82%	5
4. Opportunities for teamwork and collaboration	588	4%	11%	86%	3
5. Opportunities to apply what you learn in the classroom	578	5%	7%	89%	12
6. Feeling comfortable and supported in the program as a member of a national, ethnic, religious or racial group	500	5%	13%	83%	89
Services					
7. Library access and support	572	5%	9%	86%	20
8. Career advice from faculty	491	13%	21%	66%	99
9. Assistance from Office of Career Services	386	21%	25%	54%	202
10. Computer and technology facilities and services	513	13%	17%	70%	73
11. Services of Financial Aid Office	466	10%	15%	76%	125
12. Writing assistance from the Learning Enhancement Center	292	8%	28%	64%	295
13. Application process	567	5%	15%	80%	21
14. Registration process	571	11%	13%	76%	16
15. Office of the Graduate Academic Services	461	7%	25%	68%	123
16. Parking	515	33%	15%	52%	73
17. Food Services	371	24%	29%	47%	218
18. Break Areas	441	16%	27%	58%	148
19. Study spaces	450	13%	24%	63%	139
Item	<i>n</i>	Not Important	Minimally/ Somewhat Important	Very Important	N/A
20. Importance in having services such as the Registrar, Financial Aid or Learning Enhancement Center available at night on weekends	574	8%	39%	53%	0

Appendix D
Tables 3 and 4: Responses of full-time and part-time students

Table 3

Graduate student survey responses (2011): Satisfaction with program and university services (N/A responses were excluded)-Student Status: Full Time

Item	<i>n</i>	Somewhat Dissatisfied/ Very Dissatisfied %	Neutral	Somewhat Satisfied/ Very Satisfied	N/A
Program Climate					
1. Classroom facilities	315	16	15	69	15
2. Rapport between students and faculty in the program	320	4	11	85	10
3. Collegiality of students in the program	319	7	12	81	11
4. Opportunities for teamwork and collaboration	319	6	11	83	11
5. Opportunities to apply what you learn in the classroom	316	6	7	87	14
6. Feeling comfortable and supported in the program as a member of a national, ethnic, religious or racial group	277	6	14	80	53
University Services					
7. Library access and support	312	5	10	85	18
8. Career advice from faculty	271	13	21	66	59
9. Assistance from Office of Career Services	217	22	26	52	133
10. Computer and technology facilities and services	289	13	15	72	41
11. Services of Financial Aid Office	265	8	16	76	65
12. Writing assistance from the Learning Enhancement Center	172	7	30	63	58
13. Application process	308	6	13	81	22
14. Registration process	308	11	12	77	22
15. Office of the Graduate Academic Services	253	8	23	69	77
16. Parking	290	35	15	50	40
17. Food Services	214	23	27	50	136
18. Break Areas	249	17	25	58	81
19. Study spaces	257	14	24	62	73
<hr/>					
Item	<i>n</i>	Not Important	Somewhat Important %	Very Important	N/A
20. Importance in having services such as the Registrar, Financial Aid	312	9	37	54	18

or Learning Enhancement
Center available at night and on weekends

Table 4

Graduate student survey responses (2011): Satisfaction with program and university services (N/A responses were excluded)-Student Status: Part-Time

Item	<i>n</i>	Somewhat Dissatisfied/ Very Dissatisfied %	Neutral	Somewhat Satisfied/ Very Dissatisfied	N/A
Program Climate					
1. Classroom facilities	202	11	13	76	22
2. Rapport between students and faculty in the program	217	3	11	86	7
3. Collegiality of students in the program	213	4	14	82	11
4. Opportunities for teamwork and collaboration	216	2	13	85	8
5. Opportunities to apply what you learn in the classroom	209	1	7	92	15
6. Feeling comfortable and supported in the program as a member of a national, ethnic, religious or racial group	177	3	11	86	47
University Services					
7. Library access and support	207	5	9	86	17
8. Career advice from faculty	174	13	22	65	40
9. Assistance from Office of Career Services	132	19	25	56	92
10. Computer and technology facilities and services	175	15	21	64	49
11. Services of Financial Aid Office	157	13	13	74	67
12. Writing assistance from the Learning Enhancement Center	97	8	30	62	127
13. Application process	208	3	18	79	16
14. Registration process	210	10	15	75	14
15. Office of the Graduate Academic Services	160	6	31	63	64
16. Parking	174	31	16	53	50
17. Food Services	114	28	39	33	110
18. Break Areas	148	15	31	54	76
19. Study spaces	150	13	27	60	74

Item	<i>n</i>	Not Important	Somewhat Important	Very Important	N/A
20. Importance in having services such as the Registrar, Financial Aid	208	9	44	47	16

or Learning Enhancement
Center available at night and on weekends

Appendix E

Tables 5 and 6: Responses by higher performing (doing better than expected) and lower performing (doing worse than expected) students

Table 5

Graduate student survey responses (2011): Satisfaction of program and university services (N/A responses were excluded)-Academic Performance: Doing Far Better than Expected

Item	<i>n</i>	Somewhat		Somewhat Satisfied/ Very Satisfied %	N/A (<i>n</i>)
		Dissatisfied/ Very Dissatisfied	Neutral		
Program Climate					
1. Classroom facilities	165	10	13	77	11
2. Rapport between students and faculty in the program	171	2	4	94	5
3. Collegiality of students in the program	172	4	9	87	4
4. Opportunities for teamwork and collaboration	171	1	7	92	5
5. Opportunities to apply what you learn in the classroom	166	3	4	93	10
6. Feeling comfortable and supported in the program as a member of a national, ethnic, religious or racial group	149	2	8	90	27
University Services					
7. Library access and support	167	3	8	89	9
8. Career advice from faculty	140	5	22	73	36
9. Assistance from Office of Career Services	117	15	24	61	59
10. Computer and technology facilities and services	150	8	16	76	26
11. Services of Financial Aid Office	136	8	9	83	40
12. Writing assistance from the Learning Enhancement Center	88	3	23	74	88
13. Application process	163	2	10	88	13
14. Registration process	164	5	11	84	12
15. Office of the Graduate Academic Services	132	2	16	82	14
16. Parking	144	28	10	62	32
17. Food Services	105	19	24	57	71
18. Break Areas	122	15	22	63	54
19. Study spaces	129	9	23	68	47
<hr/>					
Item	<i>n</i>	Not Important	Somewhat Important	Very Important	N/A
20. Importance in having	163	6	36	58	13

services such as the Registrar, Financial Aid or Learning Enhancement Center available at night on weekends

Table 6

Graduate student survey responses (2011): Satisfaction of program and university services (N/A responses were excluded)-Academic Performance: Doing Worse than Expected

Item	<i>n</i>	Somewhat Dissatisfied/ Very Dissatisfied	Neutral %	Somewhat Satisfied/ Very Satisfied	N/A
Program Climate					
1. Classroom facilities	34	36	18	46	4
2. Rapport between students and faculty in the program	36	9	28	63	2
3. Collegiality of students in the program	36	12	14	74	2
4. Opportunities for teamwork and collaboration	36	11	28	61	2
5. Opportunities to apply what you learn in the classroom	36	17	11	72	2
6. Feeling comfortable and supported in the program as a member of a national, ethnic, religious or racial group	27	26	22	52	11
University Services					
7. Library access and support	34	12	12	76	4
8. Career advice from faculty	32	34	19	47	6
9. Assistance from Office of Career Services	27	38	11	51	11
10. Computer and technology facilities and services	33	39	15	46	5
11. Services of Financial Aid Office	30	20	3	77	8
12. Writing assistance from the 19 Learning Enhancement Center	26	21	53	19	
13. Application process	32	12	13	75	6
14. Registration process	32	26	9	65	6
15. Office of the Graduate Academic Services	24	33	8	59	14
16. Parking	32	34	16	50	6
17. Food Services	20	50	20	30	18
18. Break Areas	29	31	31	38	9
19. Study spaces	30	30	23	47	8
Item	<i>n</i>	Not Important	Somewhat Important	Very Important	N/A
20. Importance in having services such as the Registrar, Financial Aid or Learning Enhancement Center available at night on weekends	35	14	32	54	3

Appendix F

Table 7: Responses of Main Campus Graduate students

Table 7

Graduate student survey responses (2011): Satisfaction with program climate and university services (N/A responses were excluded)-Program Location: Main Campus

Item	<i>n</i>	Somewhat Dissatisfied/ Very Dissatisfied	Neutral	Somewhat Satisfied/ Very Satisfied	N/A
Program Climate					
1. Classroom facilities	303	16	15	69	7
2. Rapport between students and faculty in the program	303	2	13	85	7
3. Collegiality of students in the program	301	4	13	83	9
4. Opportunities for teamwork and collaboration	301	3	9	88	9
5. Opportunities to apply what you learn in the classroom	294	4	8	88	16
6. Feeling comfortable and supported in the program as a member of a national, ethnic, religious or racial group	258	4	14	82	52
University Services					
7. Library access and support	295	3	9	88	15
8. Career advice from faculty	260	9	24	67	50
9. Assistance from Office of Career Services	197	16	28	56	113
10. Computer and technology facilities and services	270	6	17	76	40
11. Services of Financial Aid Office	233	7	19	74	77
12. Writing assistance from the Learning Enhancement Center	154	1	28	71	156
13. Application process	290	4	12	84	20
14. Registration process	293	10	12	78	17
15. Office of the Graduate Academic Services	259	7	26	67	51
16. Parking	289	42	13	45	21
17. Food Services	219	19	29	52	91
18. Break Areas	240	13	29	58	70
19. Study spaces	256	9	23	68	5
Item	<i>n</i>	Not Important	Somewhat Important	Very Important	N/A
20. Importance in having services such as the	295	6	22	29	15

Registrar, Financial Aid or Learning Enhancement Center available at night on weekends

Appendix G
Tables 8 to 11: Responses from RCA locations

Table 8

Graduate student survey responses (2011): Satisfaction with program climate and university services (N/A responses were excluded)-Campus Location: Inland Empire

Item	n	Somewhat/Very		Somewhat/Very	
		Dissatisfied	Neutral	Satisfied	N/A
%					
1. Classroom facilities	22	9	14	76	1
2. Rapport between students and faculty in the program	23	0	4	96	0
3. Collegiality of students in the program	22	9	9	82	1
4. Opportunities for teamwork and collaboration	23	0	13	87	0
5. Opportunities to apply what you learn in the classroom	22	0	5	95	1
6. Feeling comfortable and supported in the program as a member of a national, ethnic, religious or racial group	21	10	10	80	2
7. Library access and support	23	17	0	83	0
8. Career advice from faculty	19	26	5	69	4
9. Assistance from Office of Career Services	17	34	12	54	5
10. Computer and technology facilities and services	19	21	16	63	4
11. Services of Financial Aid Office	21	14	14	72	2
12. Writing assistance from the Learning Enhancement Center	11	9	18	73	12
13. Application process	22	9	18	73	1
14. Registration process	23	13	13	74	1
15. Office of the Graduate Academic Services	17	0	24	76	6
16. Parking	17	12	29	59	6
17. Food Services	13	14	31	55	10
18. Break Areas	14	14	28	58	9
19. Study spaces	14	28	14	58	
Item	n	Not Important	Somewhat Important	Very Important	N/A
20. Importance in having services such as the	22	14	44	42	1

 Registrar, Financial Aid or Learning Enhancement Center available at night on weekends

Table 9

Graduate student survey responses (2011): Satisfaction with program climate and university services (N/A responses were excluded)

Campus Location: Orange County

Item	<i>n</i>	Somewhat/ Dissatisfied	Very Neutral	Somewhat/ Satisfied	N/A
%					
Program Climate					
1. Classroom facilities	24	8	8	84	4
2. Rapport between students and faculty in the program	25	8	12	80	3
3. Collegiality of students in the program	24	4	4	92	4
4. Opportunities for teamwork and collaboration	25	0	8	92	3
5. Opportunities to apply what you learn in the classroom	23	0	0	100	5
6. Feeling comfortable and supported in the program as a member of a national, ethnic, religious or racial group	21	0	10	90	7
University Services					
7. Library access and support	25	8	12	80	3
8. Career advice from faculty	21	10	24	66	7
9. Assistance from Office of Career Services	15	7	40	53	13
10. Computer and technology facilities and services	21	10	14	76	7
11. Services of Financial Aid Office	18	12	6	82	10
12. Writing assistance from the Learning Enhancement Center	15	7	33	60	13
13. Application process	24	4	13	83	4
14. Registration process	24	8	13	79	4
15. Office of the Graduate Academic Services	20	10	20	70	8
16. Parking	22	10	5	85	6
17. Food Services	18	49	22	29	10
18. Break Areas	20	35	15	50	8
19. Study spaces	17	18	35	47	11
<hr/>					
Item	<i>n</i>	Not Important	Somewhat Important	Very Important	N/A
20. Importance in having services such as the Registrar, Financial Aid or Learning Enhancement Center available at night on weekends	24	25	37	38	4

Table 10

Graduate student survey responses (2011): Satisfaction of program and university services (N/A responses were excluded)-Campus Location: San Fernando Valley

Item	<i>n</i>	Somewhat/Very Dissatisfied	Neutral %	Somewhat/Very Satisfied	N/A
Program Climate					
1. Classroom facilities	32	3	9	88	0
2. Rapport between students and faculty in the program	32	0	9	91	0
3. Collegiality of students in the program	32	6	16	78	0
4. Opportunities for teamwork and collaboration	31	6	10	84	1
5. Opportunities to apply what you learn in the classroom	32	3	0	97	0
6. Feeling comfortable and supported in the program as a member of a national, ethnic, religious or racial group	28	0	4	96	4
University Services					
7. Library access and support	30	0	13	87	2
8. Career advice from faculty	21	10	29	61	11
9. Assistance from Office of Career Services	16	19	19	62	16
10. Computer and technology facilities and services	26	4	23	73	6
11. Services of Financial Aid Office	19	5	11	84	13
12. Writing assistance from the Learning Enhancement Center	8	13	25	62	24
13. Application process	31	0	10	90	1
14. Registration process	31	0	13	87	1
15. Office of the Graduate Academic Services	21	0	33	67	11
16. Parking	29	13	17	70	3
17. Food Services	13	23	38	39	19
18. Break Areas	23	8	26	66	9
19. Study spaces	19	10	39	51	13
Item	<i>n</i>	Not Important	Somewhat Important	Very Important	N/A
20. Importance in having	31	10	48	42	1

services such as the Registrar, Financial Aid or Learning Enhancement Center available at night on weekends

Table 11

Graduate student survey responses (2011): Satisfaction with program climate and university services (N/A responses were excluded)

Campus Location: Central coast + High Desert + Kern county + Ventura + Point Mugu + Vandenberg + Other

Item	<i>n</i>	Somewhat/Very Dissatisfied	Neutral %	Somewhat/Very Satisfied	N/A
Program Climate					
1. Classroom facilities	55	11	16	73	6
2. Rapport between students and faculty in the program	59	5	12	83	2
3. Collegiality of students in the program	57	6	7	87	4
4. Opportunities for teamwork and collaboration	58	5	9	86	3
5. Opportunities to apply what you learn in the classroom	58	7	7	86	3
6. Feeling comfortable and supported in the program as a member of a national, ethnic, religious or racial group	44	0	21	79	17
University Services					
7. Library access and support	56	11	16	73	5
8. Career advice from faculty	46	21	15	74	15
9. Assistance from Office of Career Services	36	28	28	44	25
10. Computer and technology facilities and services	50	30	16	54	11
11. Services of Financial Aid Office	47	14	21	65	14
12. Writing assistance from the Learning Enhancement Center	29	14	35	51	32
13. Application process	56	4	13	83	5
14. Registration process	55	4	11	85	6
15. Office of the Graduate Academic Services	41	9	24	67	20
16. Parking	44	9	25	66	17
17. Food Services	24	33	33	34	37
18. Break Areas	34	9	35	56	27
19. Study spaces	34	12	32	56	27
Item	<i>n</i>	Not Important	Somewhat Important	Very Important	N/A

20. Importance in having services such as the Registrar, Financial Aid or Learning Enhancement Center available at night on weekends	57	7	38	55	4
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Appendix H

Tables 12 and 13: Responses of Education Students

Table 12

Graduate student survey responses (2011): Satisfaction with program climate and university services (N/A responses were excluded)-Program Location: RCA Ed other than teacher Ed

Item	<i>n</i>	Somewhat/Very Dissatisfied	Neutral %	Somewhat/Very Satisfied	N/A
Program Climate					
1. Classroom facilities	15	7	27	66	1
2. Rapport between students and faculty in the program	16	0	19	81	0
3. Collegiality of students in the program	16	0	19	81	0
4. Opportunities for teamwork and collaboration	16	0	6	94	0
5. Opportunities to apply what you learn in the classroom	16	0	19	81	0
6. Feeling comfortable and supported in the program as a member of a national, ethnic, religious or racial group	16	6	25	69	0
University Services					
7. Library access and support	16	0	25	75	0
8. Career advice from faculty	14	28	28	44	2
9. Assistance from Office of Career Services	6	33	33	34	10
10. Computer and technology facilities and services	12	25	17	58	4
11. Services of Financial Aid Office	13	23	8	69	3
12. Writing assistance from the Learning Enhancement Center	8	24	25	51	8
13. Application process	15	0	40	60	1
14. Registration process	15	0	40	60	1
15. Office of the Graduate Academic Services	7	0	43	57	9
16. Parking	6	32	33	35	10
17. Food Services	4	25	50	25	12
18. Break Areas	5	20	0	80	11
19. Study spaces	5	0	0	100	11
Item	<i>n</i>	Not Important	Somewhat Important	Very Important	N/A
20. Importance in having	15	0	19	81	1

services such as the Registrar, Financial Aid or Learning Enhancement Center available at night on weekends

Table 13

Graduate student survey responses (2011): Satisfaction with program climate and university services (N/A responses were excluded)-Program Location: RCA Teacher Ed + Bakersfield Ed

Item	<i>n</i>	Somewhat/ Dissatisfied	Neutral %	Somewhat/ Satisfied	N/A
Program Climate					
1. Classroom facilities	17	12	12	76	1
2. Rapport between students and faculty in the program	17	12	6	82	1
3. Collegiality of students in the program	17	6	12	82	1
4. Opportunities for teamwork and collaboration	16	0	0	100	2
5. Opportunities to apply what you learn in the classroom	17	0	0	100	1
6. Feeling comfortable and supported in the program as a member of a national, ethnic, religious or racial group	14	14	7	79	4
University Services					
7. Library access and support	13	8	15	77	5
8. Career advice from faculty	13	8	15	77	5
9. Assistance from Office of Career Services	13	22	15	63	5
10. Computer and technology facilities and services	14	7	7	86	4
11. Services of Financial Aid Office	15	7	7	86	3
12. Writing assistance from the Learning Enhancement Center	7	0	14	86	11
13. Application process	17	6	18	76	1
14. Registration process	17	6	24	70	1
15. Office of the Graduate Academic Services	14	0	29	71	4
16. Parking	12	0	17	83	6
17. Food Services	6	0	50	50	12
18. Break Areas	11	9	27	64	7
19. Study spaces	10	10	30	60	8
Item	<i>n</i>	Not Important	Somewhat Important	Very Important	N/A
20. Importance in having	17	6	35	59	1

services such as the
Registrar, Financial Aid or Learning Enhancement Center available at night on weekends

Appendix I
Table 14: Responses of exclusively on-line students

Table 14

Graduate student survey responses (2011): Satisfaction of program and university services (N/A responses were excluded)-Campus Location: Exclusively On-Line

Item	<i>n</i>	Somewhat/Very Dissatisfied Neutral %		Somewhat/Very Satisfied	N/A
Program Climate					
1. Classroom facilities	6	0	0	100	13
2. Rapport between students and faculty in the program	17	0	12	88	2
3. Collegiality of students in the program	17	0	18	82	2
4. Opportunities for teamwork and collaboration	18	6	11	83	1
5. Opportunities to apply what you learn in the classroom	16	0	0	100	3
6. Feeling comfortable and supported in the program as a member of a national, ethnic, religious or racial group	12	0	5	95	7
University Services					
7. Library access and support	16	0	6	94	3
8. Career advice from faculty	9	11	22	67	10
9. Assistance from Office of Career Services	9	11	11	78	10
10. Computer and technology facilities and services	11	0	18	82	8
11. Services of Financial Aid Office	10	20	0	80	9
12. Writing assistance from the Learning Enhancement Center	9	0	11	89	10
13. Application process	17	0	6	94	2
14. Registration process	16	6	0	94	3
15. Office of the Graduate Academic Services	12	0	8	92	7
16. Parking	4	0	25	75	15
17. Food Services	4	25	25	50	15
18. Break Areas	4	0	50	50	15
19. Study spaces	4	0	50	50	15
Item	<i>n</i>	Not Important	Somewhat Important	Very Important	N/A
20. Importance in having services such as the Registrar, Financial Aid or Learning Enhancement Center available at	17	24	24	52	2

night on weekends
