



UNIVERSITY OF LA VERNE

Survey of Graduate Students

Report IV: Competency Gains in Programs

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Executive Summary

Purpose

The purpose of this survey was to gather actionable information from graduate students across the university. Report IV focuses on the gains in skills and competencies.

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. Altogether 14 competencies were addressed ranging from teamwork, critical thinking, writing to values and ethics, and community involvement. They were asked to rate each competency twice: first, to rate their competency before they started the program, and second, how well the program so far had enhanced their competency. The gain scores were computed by subtracting the percentage of combined ratings of “Very Good” and “Excellent/Outstanding” before starting programs from such percentage ratings of enhancement in the programs so far.

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

In the total sample the top five competencies that received the highest gain scores were critically evaluating scholarly literature, quantitative and qualitative research skills, critical thinking, and writing skills. These competencies also tended to be rated by relatively fewer students as very good or excellent before they started their programs, suggesting more room for improvement. The five competencies that received the fewest very good or excellent ratings before starting programs were critically evaluating scholarly literature, quantitative and qualitative research skills, analyzing statistical or math information, oral and public speaking, and leadership skills.

For the total sample, across the board in all 14 competencies gains were reported, with an average gain score of 25%. The percentage of gain scores ranged from 39% for critically evaluating scholarly literature, to 12% for computer and internet skills. This pattern and levels of gain held up more or less in the various breakdowns of subgroups. Full-time and part-time students reported very similar ratings of competencies to the total sample and to each other. Students who reported doing worse than expected had significantly lower mean gain scores (9%) compare to not only those who reported doing much better than expected (32%), but to all other subgroups. However, they also seemed to come in with relatively better self-reported competencies than other groups, perhaps suggesting higher expectation in making progress. This trend seemed to be true also in other subgroups that had relatively lower gain scores.

The mean gain scores among different ethnic groups varied somewhat (22% to 31%), with white students being lowest. While the mean gain score of international students were comparable to the total sample and other groups (28%), they tend to report somewhat lower incoming competencies. The mean gain scores of main campus and RCA locations, as well as exclusively on-line students were very comparable to the total sample and to each other, with some variations in the specific competencies. However, RCA education students, in teacher education and non-teacher education had somewhat better gain scores compared to other RCA locations 35% and 34%, respectively.

Overall, it appears graduate programs are making a positive impact on self-reported levels of competencies in critical areas of scholarship, writing, speaking, and leadership. Additionally, in the total sample noticeable gains were reported in mission related competencies such as working with ethnically and racially diverse individuals and groups (16%), examining own values and ethics (27%), and contributing to the welfare of own community (16%), even though incoming skills in these areas tended to be relatively higher.

Recommendations

1. Consider assessing wide variety of competencies as students start their graduate programs.
2. Include the assessment of wide variety of competencies, in the program reviews.
3. Include mission related competencies in assessing program effectiveness.

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Purpose

The purpose of this survey was to gather actionable information from graduate students attending graduate programs across the University at all locations. This report focuses on gains in skills and competencies/

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 that asked about the strengths of the programs, changes they would suggest, and additional comments (Appendix A). Altogether 14 competencies were addressed ranging from teamwork, critical thinking, writing to values and ethics, and community involvement. They were asked to rate each competency twice: first, to rate their competency before they started the program, and second, how well the program so far had enhanced their competency.

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 (Focus of this report)**
5. Satisfaction with the dissertation process (for those who were working on their dissertations)

The stem of the two competency ratings were as follows: “How would you rate: a) Your following competencies BEFORE you started the program? b) How well coursework and experiences IN THE PROGRAM SO FAR have enhanced these competencies?” The 5-point rating scale was Poor/Unacceptable, Fair/Somewhat Acceptable, Good/Acceptable, Very Good, and Excellent/Outstanding. The gain scores were computed by subtracting the percentage of combined ratings of “Very Good” and “Excellent/Outstanding” before starting programs from such percentage ratings of enhancement in the programs so far.

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 IV) is gains in competencies. Regardless of degree level or program of study, responses of the total sample are presented, as well as broken down by status (full- or part-time), self-reported performance (doing better or worse than expected), ethnic and racial background, and campus locations (Main campus or RCA locations).

Break down of the data for all the academic 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.

In the presentation of the data in tables "Acceptable" and "Somewhat Acceptable" response options were combined, and so were the "Very Good" and "Excellent/Outstanding" response options. The summary tables also report the gains as reflected in the combined response options of "Very Good" and "Excellent/Outstanding" in the two ratings of each competency (Before joining the program, and in the program so far). The "Not Applicable" responses (n) are reported but were excluded from 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 competencies. Across all 14 competencies the percentages of students who reported enhancements as very good or excellent in their programs were higher than the percentages before starting the program, indicating gains in their programs. In general, competencies rated by lower percentage of students as very good or excellent before they started their programs, had higher percentage of students rating them as very good or excellent in enhancements in their program; if there was more room for improvement of competencies, more reported improving those competencies.

The five competencies rated by the **fewest** respondents as **very good or excellent before** they started the programs were as follows:

- Critically evaluating scholarly literature in their field (35%)
- Quantitative research skills (38%)
- Analyzing quantitative problems involving statistics, math, etc (40%)
- Qualitative research skills (40%)
- Oral and public speaking (40%)
- Leadership skills (54%)

The five competencies rated by **most** respondents as **very good or excellent** enhancement in their programs so far were as follows:

- Thinking critically and analytically (87%)
- Working with ethnically/racially diverse individuals/groups (85%)
- Examining your values and ethics in relation to your field (83%)
- Teamwork (82%)
- Leadership skills (81%)
- Writing skills (81%)

The five competencies with highest gain scores (Program so far – Before starting) were the following:

- Critically evaluating scholarly literature in your field (39% gain)
- Quantitative research skills (36% gain)
- Qualitative research skills (35% gain)
- Thinking critically and analytically (29% gain)
- Writing skills (28% gain)

The mean percentage gain across all 14 competencies was 25%, ranging from 12% to 39%. Also, noticeable gains were reported in mission related competencies such as working with ethnically and racially diverse individuals and groups (16%), examining own values and ethics (27%), and contributing to the welfare of own community (16%), even though incoming skills in these areas tend to be relatively high.

Full and Part-Time Status

Tables 3 and 4 in Appendix D summarize the responses of full-time ($n = 330$) and part-time students ($n = 224$). The pattern of responses regarding competencies before starting the program was very similar to the total sample in both groups, with the bottom 5 matching almost exactly. “Leadership skills” was not in the bottom 5 for full-time students, but was percentage-wise (56%) close to the total sample (54%).

Regarding very good or excellent rating of enhancements in the programs, the top five were comparable in the two groups and to the total sample. Thinking critically and working with diverse individuals and groups were in the top two for both groups, percentages ranging over 84%.

The mean percentage gain scores of the two groups were identical to the total sample. The mean percentage gain across all 14 competencies was 25% for full-time students, and 26% for part-time students, comparable to the total sample (25%)

It appears the levels of competencies full-time and part-time students bring with them into the programs are quite similar. And they also seem to experience comparable gains in those competencies.

Self-Report Performance Levels

Tables 5 and 6 in Appendix E summarize the responses of students who reported doing better than expected ($n = 176$) and worse than expected ($n = 38$) in their programs. There was high overlap between the two groups in the top five competencies before they started their programs. However, there were differences between the groups in the percentages of those who reported very good or excellent skills. The mean percentage of very good or excellent ratings by students across all 14 competencies before they started their programs was 50% for those reporting doing better than expected, and 58% for those reporting doing worse than expected. Those who reported doing worse than expected seem to be coming in with somewhat better self-reported competencies.

This discrepancy was reflected in their ratings of enhancements in programs, as well as in the gain scores. The two groups were comparable in the top five enhancements of competencies in their programs. However, the mean reported percentages of enhancements in the programs as very good or excellent across all 14 competencies were lower among those who reported doing worse, 67%, compared to 82%. The gain scores were also significantly different between the two groups. The mean gain score was 9% for those who reported doing worse, and 32% for those who reported doing better than expected. In fact, those who reported doing worse than expected had negative gain scores in the area of teamwork (-3%), and in the area of computer and Internet skills (-7%). It appears that those who reported doing worse than expected in their programs seem to come in with somewhat better self-reported skills, and reported less progress in their programs. They may have higher expectations or have less room for improvement.

Ethnic and Racial Background

Tables 7 to 11 in Appendix F summarize the responses of different ethnic and racial groups, and international student. There appears to be some variability in the competencies that different groups reported as very good or excellent before they started their programs, and how much the programs added to those competencies so far. Across all groups and competency areas the percentages of those who reported very good or excellent enhancements in their programs so far was higher compared to their reported competencies before they started the programs. This suggests that experiences in their programs of study are adding value to what they bring to the programs. Similar to the total sample, the areas in which most values were gained were in thinking critically and analytically, quantitative and qualitative research skills, critically evaluating scholarly literature, and writing skills.

The table below presents the mean percentages of very good or excellent responses across all 14 competencies before starting programs, enhancements in the programs so far, and gain scores. There appears to be a gain of about 20-30% in the percentages of very good or excellent responses, suggesting the impact of their programs on the competencies. White and Asian/PI students tended have somewhat lower gain scores. It should be noted, again, that more students tended to show gains in areas where lower competencies were present at the start of their programs.

	Latino (n = 187)	African American (n = 54)	Asian/PI (n = 55)	White (n = 264)	International (n = 48)
	Very Good/Excellent Responses				
Competency scores	Mean %	Mean %	Mean %	Mean %	Mean %
Before starting program	52	51	50	56	44
Enhancement in program so far	82	82	73	78	72
Gain score (Program so far - Before)	30	31	23	22	28

Main Campus Location

Table 12 in Appendix G summarizes the responses of main campus graduate students. The responses were very comparable to the total sample; the top five gains, overlapped with four of the total sample's in areas of quantitative and qualitative research skills, critically evaluating scholarly literature, and writing. Additionally, the main campus sample's top five gains include leadership skills (31%) and examining values and ethics in relation to their field (28%). The most very good or excellent responses to enhancements in the program were in the area of thinking critically and analytically (87%) with a gain score of 17%. The competency receiving the least

very good or excellent responses before starting program was critically evaluating scholarly literature (36%), similar to the total population (35%).

RCA Campuses

Tables 13 to 16 in Appendix H 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).

There were some similarities between the total sample and RCA responses in areas that show most gains in very much or excellent responses, such as thinking critically and analytically, quantitative and qualitative skills, and writing skills. There were also several areas of competence that were different between the different locations. The fewest very good or excellent responses before starting program for Inland Empire were critically evaluating scholarly literature (32%) and quantitative skills (45%); for Orange County these were writing skills (34%) and analyzing quantitative problems involving statistics (27%); and for San Fernando Valley these were critically evaluating scholarly literature (36%) and qualitative skills (37%). These competencies were also in the areas that tended to show the biggest gains.

The mean gain scores were not much different for the four RCA sites, and were similar to the total sample (25%): Inland Empire, 22%; Orange County, 21%; San Fernando Valley, 25%; and the combined group, 21%.

RCA Education

In Appendix I Table 17 summarizes the responses of graduate students in RCA in Education but not in Teacher Education (n = 16). Table 18 summarizes the combined (n = 18) responses of students in Teacher Education (n = 8) and Bakersfield Teacher Education (n = 10) programs.

The top gains shown by these two Education groups were very comparable to the total sample with several exceptions. Quantitative and qualitative research skills, and critically evaluating scholarly literature were common in the top five gains in both groups, similar to the total sample. The non-Teacher Education group showed relatively more gain (49%) than the total sample (26%) and the Teacher Education group (34%), and relatively much fewer of them (5%) showed gains in thinking critically the total sample (29%); and the Teacher Education group (44%). In the item related to examining values and ethnics, Teacher Education group showed relatively much stronger gains (53%) than the total sample (27%), and the non-Teacher education group (37%). Across the board, again, more gains were shown in areas where fewer students reported very good or excellent skills before they started their programs. The mean gain of both groups across all 14 competencies was significantly higher than the total sample (25%): 35% for the Teacher Education group, and 34% for non-Teacher Education group.

On-Line

Table 19 in Appendix J summarizes the responses of exclusively on-line graduate students (n = 19). Quantitative and qualitative reasoning, and thinking critically and analytically were in the

top five gains of the on-line group, similar to the total sample. The top five gains by the on-line group also included leadership skills (34%), analyzing quantitative problems involving statistics (32%), and examining personal values and ethics (31%). Relatively fewer on-line students (25%) than the total sample (39%) reported critically evaluating scholarly literature, but relatively more of them reported higher very good or excellent skills before they started their programs. On-line students mean gains across all 14 competencies (26%) was comparable to the total sample (25%).

Summary of Findings

In the total sample the top five competencies that received the highest gain scores were critically evaluating scholarly literature, quantitative and qualitative research skills, critical thinking, and writing skills. These competencies also tended to be rated by relatively fewer students as very good or excellent before they started their programs, suggesting more room for improvement. The five competencies that received the fewest very good or excellent ratings before starting programs were critically evaluating scholarly literature, quantitative and qualitative research skills, analyzing statistical or math information, oral and public speaking, and leadership skills.

For the total sample, across the board in all 14 competencies gains were reported, with an average gain score of 25%. The percentage of gain scores ranged from 39% for critically evaluating scholarly literature, to 12% for computer and Internet skills. This pattern and levels of gain held up more or less in the various breakdowns of subgroups. Full-time and part-time students rated their competencies very similar to the total sample and to each other. Students who reported doing worse than expected had significantly lower mean gain scores (9%) compare to not only those who reported doing much better than expected (32%), but to all other subgroups. However, they also seemed to come in with relatively better self-reported competencies than other groups, which might suggest higher expectation in making progress. This trend seemed to be true also in other subgroups that had relatively lower gain scores.

The mean gain scores among different ethnic groups varied somewhat (22% to 31%), with white students being lowest. While the mean gain score of international students (28%) was comparable to the total sample and other groups, they tend to report somewhat lower incoming competencies. The mean gain scores of main campus and RCA locations, as well as exclusively on-line students were very comparable to the total sample and to each other, with some variations in the specific competencies. However, RCA education students, in teacher education and non-Teacher Education had somewhat better gain scores compared to other RCA locations 35% and 34%, respectively.

Overall, it appears graduate programs are making a positive impact on self-reported levels of competencies in critical areas of scholarship, writing, speaking, and leadership. Additionally, in the total sample noticeable gains were reported in mission related competencies such as working with ethnically and racially diverse individuals and groups (16%), examining own values and ethics (27%), and contributing to the welfare of own community (16%), even though incoming skills in these areas tended to be relatively higher.

Recommendations

1. Consider assessing wide variety of competencies as students start their graduate programs.
2. Include the assessment of wide variety of competencies, in the program reviews.
3. Include mission related competencies in assessing program effectiveness.

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 by the total sample

Table 2

Graduate student survey responses (2011): Competency: Total sample (N/A responses were excluded)

Item	<i>n</i>	Poor/ Unacceptable	Somewhat Acceptable/ Acceptable %	Very Good/ Excellent	N/A <i>n</i>	% gain in Very Good/ Excellent
1. Team work						
a. Before starting program	583	1%	35%	64%	3	
b. Program so far	580	.5%	18%	82%	5	18
2. Leadership skills						
a. Before starting program	583	1%	45%	54%	2	
b. Program so far	576	.3%	19%	81%	4	27
3. Working with ethnically/ racially diverse individuals/groups						
a. Before starting program	575	1%	30%	69%	8	
b. Program so far	568	1%	14%	85%	12	16
4. Thinking critically and analytically						
a. Before starting program	581	1%	41%	58%	1	
b. Program so far	579	.2%	13%	87%	3	29
5. Quantitative research skills						
a. Before starting program	566	5%	57%	38%	14	
b. Program so far	554	2%	25%	74%	25	36
6. Qualitative research skills						
a. Before starting program	563	4%	57%	40%	11	
b. Program so far	557	1%	24%	75%	16	35
7. Critically evaluating scholarly literature in your field						
a. Before starting program	561	7%	58%	35%	13	
b. Program so far	562	1%	25%	74%	8	39
8. Examining your values and ethics in relations to your field						
a. Before starting program	565	1%	43%	56%	11	
b. Program so far	564	1%	17%	83%	10	27
9. Writing skills						
a. Before starting program	575	2%	46%	53%	2	
b. Program so far	572	1%	18%	81%	4	28
10. Oral and public speaking						
a. Before starting program	570	3%	47%	50%	2	
b. Program so far	566	.4%	24%	76%	6	26
11. Analyzing quantitative problems involving statistics, math, etc.						
a. Before starting program	534	5%	55%	40%	42	
b. Program so far	508	2%	36%	62%	65	22
12. Computer and internet skills						
a. Before starting program	575	1%	28%	71%	4	
b. Program so far	568	.5%	16%	83%	9	12
13. Solving complex real-world problems						
a. Before starting program	566	.4%	41%	59%	13	
b. Program so far	561	1%	19%	80%	17	21
14. Contributing to the welfare of your community						
a. Before starting program	538	1%	43%	56%	37	
b. Program so far	536	2%	26%	72%	40	16

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

Table 3

Graduate student survey responses (2011): Competency (N/A responses were excluded)
Student Status: Full-Time

Item	<i>n</i>	Poor/ Unacceptable	Somewhat Acceptable/ Acceptable %	Very Good/ Excellent	N/A <i>n</i>	% gain in Very Good/ Excellent
1. Team work						
a. Before starting program	314	1	34	65	16	
b. Program so far	313	1	17	82	17	17
2. Leadership skills						
a. Before starting program	314	1	43	56	16	
b. Program so far	312	1	19	80	18	24
3. Working with ethnically/ racially diverse individuals/groups						
a. Before starting program	312	1	30	69	18	
b. Program so far	311	1	15	84	19	15
4. Thinking critically and analytically						
a. Before starting program	313	1	41	58	17	
b. Program so far	314	1	11	88	16	30
5. Quantitative research skills						
a. Before starting program	308	6	55	39	22	
b. Program so far	308	3	23	74	22	35
6. Qualitative research skills						
a. Before starting program	304	4	56	40	26	
b. Program so far	299	2	23	75	31	35
7. Critically evaluating scholarly literature in your field						
a. Before starting program	304	7	57	36	16	
b. Program so far	306	1	23	76	14	40
8. Examining your values and ethics in relations to your field						
a. Before starting program	308	1	45	54	12	
b. Program so far	306	1	17	82	14	28
9. Writing skills						
a. Before starting program	310	2	46	52	20	
b. Program so far	311	1	18	81	19	29
10. Oral and public speaking						
a. Before starting program	310	3	47	50	20	
b. Program so far	310	1	22	77	20	27
11. Analyzing quantitative problems involving statistics, math, etc.						
a. Before starting program	293	6	55	39	37	
b. Program so far	290	3	36	61	40	22
12. Computer and internet skills						
a. Before starting program	310	0	28	72	20	
b. Program so far	310	1	16	83	20	11
13. Solving complex real-world problems						
a. Before starting program	307	0	41	59	13	
b. Program so far	306	1	18	81	14	22
14. Contributing to the welfare of your community						
a. Before starting program	295	1	42	57	35	
b. Program so far	297	2	24	74	33	17

Table 4

Graduate student survey responses (2011): Competency (N/A responses were excluded)
Student Status: Part-Time

Item	<i>n</i>	Poor/ Unacceptable	Somewhat Acceptable/ Acceptable %	Very Good/ Excellent	N/A	% Gain in Very Good/ Excellent <i>n</i>
1. Team work						
a. Before starting program	215	1	39	60	9	
b. Program so far	215	0	20	80	9	20
2. Leadership skills						
a. Before starting program	215	1	51	48	9	
b. Program so far	212	0	21	79	12	31
3. Working with ethnically/ racially diverse individuals/groups						
a. Before starting program	210	1	31	68	14	
b. Program so far	209	1	14	85	15	17
4. Thinking critically and analytically						
a. Before starting program	215	1	42	57	9	
b. Program so far	214	0	16	84	10	27
5. Quantitative research skills						
a. Before starting program	205	3	63	34	19	
b. Program so far	204	1	27	72	20	38
6. Qualitative research skills						
a. Before starting program	205	3	60	37	19	
b. Program so far	204	1	26	73	20	36
7. Critically evaluating scholarly literature in your field						
a. Before starting program	204	7	61	32	20	
b. Program so far	203	1	30	69	21	37
8. Examining your values and ethics in relations to your field						
a. Before starting program	206	1	45	54	18	
b. Program so far	206	1	18	81	18	27
9. Writing skills						
a. Before starting program	211	1	49	50	13	
b. Program so far	210	1	19	80	14	30
10. Oral and public speaking						
a. Before starting program	207	1	50	49	17	
b. Program so far	202	0	27	73	22	24
11. Analyzing quantitative problems involving statistics, math, etc.						
a. Before starting program	191	4	56	40	33	
b. Program so far	191	2	33	65	33	25
12. Computer and internet skills						
a. Before starting program	212	2	32	66	12	
b. Program so far	211	0	18	82	13	16
13. Solving complex real-world problems						
a. Before starting program	207	1	43	56	17	21
b. Program so far	207	1	22	77	17	
14. Contributing to the welfare of your community						
a. Before starting program	193	2	46	52	31	
b. Program so far	193	2	30	68	31	16

Appendix E

Tables 5 and 6: Responses of students who say they are doing better than expected and worse than expected

Table 5
 Graduate student survey responses (2011): Competency (N/A responses were excluded)
 Academic Performance: Doing Far Better than Expected

Item	<i>n</i>	Poor/ Unacceptable	Somewhat Acceptable/ Acceptable %	Very Good/ Excellent/	N/A	% Gain in Very Good/ Excellent <i>n</i>
1. Team work						
a. Before starting program	171	2	31	67	5	20
b. Program so far	170	0	13	87	6	
2. Leadership skills						
a. Before starting program	171	3	46	51	5	
b. Program so far	168	0	15	85	8	34
3. Working with ethnically/ racially diverse individuals/groups						
a. Before starting program	169	2	30	68	7	
b. Program so far	168	1	10	89	8	21
4. Thinking critically and analytically						
a. Before starting program	169	2	44	54	7	
b. Program so far	169	0	8	92	7	39
5. Quantitative research skills						
a. Before starting program	163	8	58	34	13	
b. Program so far	163	3	20	77	13	43
6. Qualitative research skills						
a. Before starting program	165	7	58	35	11	
b. Program so far	163	1	17	82	13	47
7. Critically evaluating scholarly literature in your field						
a. Before starting program	165	10	56	34	11	
b. Program so far	165	1	20	79	11	45
8. Examining your values and ethics in relations to your field						
a. Before starting program	166	2	46	52	10	35
b. Program so far	164	1	12	87	12	
9. Writing skills						
a. Before starting program	170	2	52	46	6	
b. Program so far	168	0	14	86	8	40
10. Oral and public speaking						
a. Before starting program	164	6	50	44	12	
b. Program so far	163	0	22	78	13	34
11. Analyzing quantitative problems involving statistics, math, etc.						
a. Before starting program	156	11	50	39	20	
b. Program so far	153	3	30	67	23	28
12. Computer and internet skills						
a. Before starting program	168	1	29	70	8	
b. Program so far	168	0	15	85	8	15
13. Solving complex real-world problems						
a. Before starting program	164	1	42	57	12	
b. Program so far	163	2	18	80	13	23
14. Contributing to the welfare of your community						
a. Before starting program	156	1	46	53	20	
b. Program so far	156	2	25	73	20	20

Table 6

*Graduate student survey responses (2011): Competency (N/A responses were excluded)
Academic Performance: Doing Worse than Expected*

Item	<i>n</i>	Poor/ Unacceptable	Somewhat Acceptable %	Very Good/ Excellent/ Outstanding	N/A	% Gain in Very Good/ Excellent
1. Team work						
a. Before starting program	33	0	39	61	5	
b. Program so far	33	3	39	58	5	-3
2. Leadership skills						
a. Before starting program	33	0	39	61	5	
b. Program so far	32	3	28	69	6	8
3. Working with ethnically/ racially diverse individuals/groups						
a. Before starting program	32	0	25	75	6	
b. Program so far	32	6	16	78	6	3
4. Thinking critically and analytically						
a. Before starting program	34	0	38	62	4	
b. Program so far	34	0	24	76	4	14
5. Quantitative research skills						
a. Before starting program	32	6	41	53	6	
b. Program so far	32	6	25	69	6	16
6. Qualitative research skills						
a. Before starting program	33	3	51	46	5	
b. Program so far	32	6	34	60	6	14
7. Critically evaluating scholarly literature in your field						
a. Before starting program	32	9	53	38	6	
b. Program so far	34	3	32	65	4	27
8. Examining your values and ethics in relations to your field						
a. Before starting program	32	0	40	60	6	
b. Program so far	33	9	24	67	5	7
9. Writing skills						
a. Before starting program	34	3	44	53	4	
b. Program so far	34	9	24	67	4	14
10. Oral and public speaking						
a. Before starting program	33	0	36	64	5	
b. Program so far	33	6	30	64	5	0
11. Analyzing quantitative problems involving statistics, math, etc.						
a. Before starting program	28	0	46	54	10	
b. Program so far	28	7	28	65	10	11
12. Computer and internet skills						
a. Before starting program	33	3	21	76	5	
b. Program so far	33	6	15	69	5	-7
13. Solving complex real-world problems						
a. Before starting program	34	0	47	53	4	
b. Program so far	34	6	27	67	4	14
14. Contributing to the welfare of your community						
a. Before starting program	32	0	47	53	6	
b. Program so far	32	6	31	63	6	10

Appendix F
Tables 7 to 11: Responses by Different ethnic and racial groups

Table 7

Graduate student survey responses (2011): Competency (N/A responses were excluded)
 Ethnic Group: Hispanic/Latino

Item	<i>n</i>	Poor/ Unacceptable	Somewhat Acceptable/ Acceptable %	Very Good/ Excellent/	N/A n	% Gain in Very Good/ Excellent
1. Team work						
a. Before starting program	182	0	35	65	5	
b. Program so far	181	0	12	88	6	23
2. Leadership skills						
a. Before starting program	182	2	47	51	5	
b. Program so far	181	0	18	82	6	31
3. Working with ethnically/ racially diverse individuals/groups						
a. Before starting program	180	1	26	73	7	
b. Program so far	179	0	10	90	8	17
4. Thinking critically and analytically						
a. Before starting program	182	1	42	57	5	
b. Program so far	181	0	12	88	6	31
5. Quantitative research skills						
a. Before starting program	177	4	60	36	10	
b. Program so far	177	1	24	75	10	39
6. Qualitative research skills						
a. Before starting program	178	4	57	39	9	
b. Program so far	174	1	20	79	13	40
7. Critically evaluating scholarly literature in your field						
a. Before starting program	174	7	56	37	13	
b. Program so far	174	2	21	77	13	40
8. Examining your values and ethics in relations to your field						
a. Before starting program	177	1	46	53	10	
b. Program so far	177	1	15	84	10	31
9. Writing skills						
a. Before starting program	180	0	44	56	7	
b. Program so far	179	0	12	88	8	32
10. Oral and public speaking						
a. Before starting program	179	3	53	44	8	
b. Program so far	180	0	22	78	7	34
11. Analyzing quantitative problems involving statistics, math, etc.						
a. Before starting program	166	6	57	37	21	
b. Program so far	165	2	34	66	22	29
12. Computer and internet skills						
a. Before starting program	180	2	23	75	7	
b. Program so far	178	1	12	87	9	12
13. Solving complex real-world problems						
a. Before starting program	178	1	40	59	9	
b. Program so far	178	1	17	82	9	23
14. Contributing to the welfare of your community						
a. Before starting program	165	1	43	56	22	
b. Program so far	166	2	18	80	21	24

Table 8

Graduate student survey responses (2011): Competency (N/A responses were excluded)
Ethnic Group: Black/African American

Item	<i>n</i>	Poor/ Unacceptable	Somewhat Acceptable/ Acceptable %	Very Good/ Excellent/	N/A	% Gain in Very Good/ Excellent
					<i>n</i>	
1. Team work						
a. Before starting program	49	2	39	59	5	
b. Program so far	49	0	14	86	5	27
2. Leadership skills						
a. Before starting program	49	0	55	45	5	
b. Program so far	48	0	15	85	6	40
3. Working with ethnically/ racially diverse individuals/groups						
a. Before starting program	48	0	19	81	6	
b. Program so far	48	0	6	94	6	13
4. Thinking critically and analytically						
a. Before starting program	48	2	39	59	6	
b. Program so far	48	0	12	88	6	29
5. Quantitative research skills						
a. Before starting program	45	4	69	27	9	
b. Program so far	45	2	21	77	9	50
6. Qualitative research skills						
a. Before starting program	47	2	64	34	7	
b. Program so far	47	0	23	77	7	43
7. Critically evaluating scholarly literature in your field						
a. Before starting program	46	9	59	32	8	
b. Program so far	46	0	26	74	8	42
8. Examining your values and ethics in relations to your field						
a. Before starting program	48	0	48	52	6	
b. Program so far	48	0	15	85	6	33
9. Writing skills						
a. Before starting program	48	0	60	40	6	
b. Program so far	48	0	17	83	6	43
10. Oral and public speaking						
a. Before starting program	46	2	65	43	8	
b. Program so far	45	0	24	76	9	33
11. Analyzing quantitative problems involving statistics, math, etc.						
a. Before starting program	42	2	62	36	12	
b. Program so far	41	0	29	71	13	35
12. Computer and internet skills						
a. Before starting program	48	0	29	71	6	
b. Program so far	48	0	13	87	6	16
13. Solving complex real-world problems						
a. Before starting program	47	0	29	71	7	
b. Program so far	47	0	17	83	7	12
14. Contributing to the welfare of your community						
a. Before starting program	47	0	35	65	7	
b. Program so far	47	0	23	77	7	12

Table 9

Graduate student survey responses (2011): Competency (N/A responses were excluded)
Ethnic Group: Asian/Pacific Islander

Item	<i>n</i>	Poor/ Unacceptable	Somewhat Acceptable/ Acceptable %	Very Good/ Excellent/	N/A	% Gain in Very Good/ Excellent
					<i>n</i>	
1. Team work						
a. Before starting program	50	0	38	62	5	
b. Program so far	50	0	22	68	5	6
2. Leadership skills						
a. Before starting program	50	0	68	32	5	
b. Program so far	49	0	28	72	6	40
3. Working with ethnically/ racially diverse individuals/groups						
a. Before starting program	50	0	34	66	5	
b. Program so far	49	2	18	80	6	14
4. Thinking critically and analytically						
a. Before starting program	51	0	51	49	4	
b. Program so far	51	0	16	84	4	35
5. Quantitative research skills						
a. Before starting program	50	6	50	44	5	
b. Program so far	50	0	30	70	5	26
6. Qualitative research skills						
a. Before starting program	50	2	58	40	5	
b. Program so far	48	0	27	73	7	33
7. Critically evaluating scholarly literature in your field						
a. Before starting program	50	8	62	30	5	
b. Program so far	50	0	38	62	5	32
8. Examining your values and ethics in relations to your field						
a. Before starting program	49	0	55	45	6	
b. Program so far	49	2	14	84	6	39
9. Writing skills						
a. Before starting program	51	0	51	49	4	
b. Program so far	50	2	18	80	5	31
10. Oral and public speaking						
a. Before starting program	50	0	18	82	5	
b. Program so far	48	0	33	67	7	-15
11. Analyzing quantitative problems involving statistics, math, etc.						
a. Before starting program	45	0	58	42	10	
b. Program so far	45	0	38	62	10	20
12. Computer and internet skills						
a. Before starting program	51	2	35	64	4	
b. Program so far	51	0	18	82	4	18
13. Solving complex real-world problems						
a. Before starting program	50	0	56	44	5	
b. Program so far	50	0	28	72	5	28
14. Contributing to the welfare of your community						
a. Before starting program	46	0	56	44	9	
b. Program so far	46	0	39	61	9	17

Table 10

Graduate student survey responses (2011): Competency (N/A responses were excluded)
Ethnic group: White

Item	<i>n</i>	Poor/ Unacceptable	Somewhat Acceptable/ Acceptable %	Very Good/ Excellent/	N/A	% Gain in Very Good/ Excellent
					<i>n</i>	
1. Team work						
a. Before starting program	257	1	31	68	7	
b. Program so far	257	1	19	80	7	12
2. Leadership skills						
a. Before starting program	257	1	40	59	7	
b. Program so far	255	1	18	81	9	22
3. Working with ethnically/ racially diverse individuals/groups						
a. Before starting program	253	1	32	67	14	
b. Program so far	253	1	15	84	14	17
4. Thinking critically and analytically						
a. Before starting program	254	1	34	65	10	
b. Program so far	254	0	12	88	10	23
5. Quantitative research skills						
a. Before starting program	252	5	55	40	12	
b. Program so far	252	2	23	75	12	35
6. Qualitative research skills						
a. Before starting program	248	6	53	41	16	
b. Program so far	243	2	24	74	21	33
7. Critically evaluating scholarly literature in your field						
a. Before starting program	246	7	56	37	18	
b. Program so far	247	1	23	76	17	39
8. Examining your values and ethics in relations to your field						
a. Before starting program	244	1	40	59	20	
b. Program so far	245	1	17	82	19	23
9. Writing skills						
a. Before starting program	252	2	40	58	12	
b. Program so far	252	1	19	80	12	22
10. Oral and public speaking						
a. Before starting program	249	1	40	59	15	
b. Program so far	248	1	21	78	16	19
11. Analyzing quantitative problems involving statistics, math, etc.						
a. Before starting program	238	5	53	42	26	
b. Program so far	238	2	34	64	26	22
12. Computer and internet skills						
a. Before starting program	250	1	28	71	14	
b. Program so far	249	1	19	80	15	9
13. Solving complex real-world problems						
a. Before starting program	248	1	35	64	16	
b. Program so far	248	2	18	80	16	16
14. Contributing to the welfare of your community						
a. Before starting program	238	1	40	59	26	
b. Program so far	239	2	27	71	25	12

Table 11

Graduate student survey responses (2011): Competency (N/A responses were excluded)
Ethnic Group: international Students

Item	<i>n</i>	Poor/ Unacceptable	Somewhat Acceptable/ Acceptable %	Very Good/ Excellent/	N/A	% Gain in Very Good/ Excellent
					<i>n</i>	
1. Team work						
a. Before starting program	44	5	52	43	4	
b. Program so far	44	0	28	72	4	12
2. Leadership skills						
a. Before starting program	44	5	48	47	4	
b. Program so far	44	0	25	75	4	22
3. Working with ethnically/ racially diverse individuals/groups						
a. Before starting program	43	7	49	44	5	
b. Program so far	43	2	18	80	5	17
4. Thinking critically and analytically						
a. Before starting program	43	2	49	49	5	
b. Program so far	43	0	19	81	5	23
5. Quantitative research skills						
a. Before starting program	42	12	46	42	6	
b. Program so far	42	5	21	74	6	35
6. Qualitative research skills						
a. Before starting program	41	2	63	35	7	
b. Program so far	43	0	33	67	5	33
7. Critically evaluating scholarly literature in your field						
a. Before starting program	42	5	62	33	6	
b. Program so far	43	0	32	68	5	39
8. Examining your values and ethics in relations to your field						
a. Before starting program	44	2	52	46	4	
b. Program so far	44	0	28	72	4	23
9. Writing skills						
a. Before starting program	43	12	50	38	5	
b. Program so far	43	0	32	68	5	22
10. Oral and public speaking						
a. Before starting program	44	14	48	38	4	
b. Program so far	44	0	47	63	4	19
11. Analyzing quantitative problems involving statistics, math, etc.						
a. Before starting program	42	14	43	43	6	
b. Program so far	41	5	32	63	7	22
12. Computer and internet skills						
a. Before starting program	43	0	32	68	5	
b. Program so far	43	0	17	83	5	9
13. Solving complex real-world problems						
a. Before starting program	43	0	58	42	5	
b. Program so far	42	0	26	74	6	16
14. Contributing to the welfare of your community						
a. Before starting program	40	5	44	51	8	
b. Program so far	40	0	33	67	8	12

Appendix G
Table 12: Responses of Main Campus students

Table 12

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

Item	<i>n</i>	Poor/ Unacceptable	Somewhat Acceptable/ Acceptable %	Very Good/ Excellent/	N/A	% Gain in Very Good/ Excellent
					<i>n</i>	
1. Team work						
a. Before starting program	300	2	37	61	10	
b. Program so far	299	0	18	82	11	21
2. Leadership skills						
a. Before starting program	300	1	48	51	10	
b. Program so far	299	0	18	82	11	31
3. Working with ethnically/ racially diverse individuals/groups						
a. Before starting program	296	1	31	68	14	
b. Program so far	292	1	14	85	18	17
4. Thinking critically and analytically						
a. Before starting program	299	1	38	61	11	
b. Program so far	298	0	13	87	12	26
5. Quantitative research skills						
a. Before starting program	293	6	55	39	17	
b. Program so far	291	2	24	74	19	35
6. Qualitative research skills						
a. Before starting program	288	4	57	39	22	
b. Program so far	288	1	21	78	22	39
7. Critically evaluating scholarly literature in your field						
a. Before starting program	288	7	57	36	22	
b. Program so far	290	1	25	74	20	38
8. Examining your values and ethics in relations to your field						
a. Before starting program	295	1	44	55	15	
b. Program so far	294	1	16	83	16	28
9. Writing skills						
a. Before starting program	298	2	44	54	12	
b. Program so far	296	0	18	82	14	28
10. Oral and public speaking						
a. Before starting program	295	3	46	51	15	
b. Program so far	296	0	24	76	14	25
11. Analyzing quantitative problems involving statistics, math, etc.						
a. Before starting program	286	6	56	38	24	
b. Program so far	283	2	36	62	27	24
12. Computer and internet skills						
a. Before starting program	299	1	28	71	11	
b. Program so far	297	0	15	75	13	4
13. Solving complex real-world problems						
a. Before starting program	294	1	41	58	16	
b. Program so far	291	1	19	80	19	22
14. Contributing to the welfare of your community						
a. Before starting program	283	1	33	66	27	
b. Program so far	281	1	26	73	29	7

Appendix H
Tables 13 -16: Responses from different RCA locations

Table 13

Graduate student survey responses (2011): Competency (N/A responses were excluded)
Program Location: Inland Empire

Item	<i>n</i>	Poor/ Unacceptable	Somewhat Acceptable/ Acceptable %	Very Good Excellent/	% Gains in N/A Very Good/ Excellent <i>n</i>	
1. Team work						
a. Before starting program	23	0	31	69	0	
b. Program so far	23	0	13	87	0	18
2. Leadership skills						
a. Before starting program	23	4	44	52	0	
b. Program so far	23	0	9	91	0	39
3. Working with ethnically/ racially diverse individuals/groups						
a. Before starting program	23	4	26	70	0	
b. Program so far	23	0	17	83	0	13
4. Thinking critically and analytically						
a. Before starting program	23	4	43	53	0	
b. Program so far	23	0	9	91	0	38
5. Quantitative research skills						
a. Before starting program	20	5	50	45	3	
b. Program so far	20	0	25	75	3	30
6. Qualitative research skills						
a. Before starting program	22	5	45	50	1	
b. Program so far	22	0	18	82	1	32
7. Critically evaluating scholarly literature in your field						
a. Before starting program	23	4	64	32	0	
b. Program so far	23	0	26	74	0	42
8. Examining your values and ethics in relations to your field						
a. Before starting program	23	4	34	62	0	
b. Program so far	23	0	13	84	0	22
9. Writing skills						
a. Before starting program	23	0	44	56	0	
b. Program so far	23	0	17	83	0	27
10. Oral and public speaking						
a. Before starting program	22	5	37	58	1	
b. Program so far	22	0	23	77	1	19
11. Analyzing quantitative problems involving statistics, math, etc.						
a. Before starting program	22	5	36	59	1	
b. Program so far	22	0	28	72	1	13
12. Computer and internet skills						
a. Before starting program	23	4	17	79	0	
b. Program so far	23	0	17	83	0	4
13. Solving complex real-world problems						
a. Before starting program	21	5	27	68	2	
b. Program so far	21	0	24	76	2	8
14. Contributing to the welfare of your community						
a. Before starting program	20	5	30	65	3	
b. Program so far	20	5	25	65	3	0

Table 14

Graduate student survey responses (2011): Competency (N/A responses were excluded)
Campus Location: Orange County

Item	<i>n</i>	Poor/ Unacceptable	Somewhat Acceptable/ Acceptable %	Very Good/ Excellent/	N/A	% Gains in Very Good/ Excellent
					<i>n</i>	
1. Team work						
a. Before starting program	24	0	46	54	4	
b. Program so far	24	0	25	75	4	21
2. Leadership skills						
a. Before starting program	24	0	25	75	4	
b. Program so far	24	0	33	67	4	-8
3. Working with ethnically/ racially diverse individuals/groups						
a. Before starting program	23	0	39	61	5	
b. Program so far	23	0	22	78	5	17
4. Thinking critically and analytically						
a. Before starting program	23	0	34	66	5	
b. Program so far	23	0	17	83	5	17
5. Quantitative research skills						
a. Before starting program	23	9	56	35	5	
b. Program so far	22	0	36	64	6	29
6. Qualitative research skills						
a. Before starting program	22	9	36	55	6	
b. Program so far	22	0	27	73	6	18
7. Critically evaluating scholarly literature in your field						
a. Before starting program	22	9	45	46	6	
b. Program so far	22	0	27	73	6	27
8. Examining your values and ethics in relations to your field						
a. Before starting program	22	0	49	51	6	
b. Program so far	22	0	18	82	6	31
9. Writing skills						
a. Before starting program	21	0	66	34	7	
b. Program so far	21	0	19	81	7	47
10. Oral and public speaking						
a. Before starting program	22	0	53	47	6	
b. Program so far	22	0	27	73	6	26
11. Analyzing quantitative problems involving statistics, math, etc.						
a. Before starting program	22	0	63	37	6	
b. Program so far	22	0	36	64	6	27
12. Computer and internet skills						
a. Before starting program	22	0	27	73	6	
b. Program so far	21	0	14	86	7	13
13. Solving complex real-world problems						
a. Before starting program	22	0	41	59	6	
b. Program so far	22	0	32	68	6	9
14. Contributing to the welfare of your community						
a. Before starting program	20	5	50	45	8	
b. Program so far	20	0	40	60	8	15

Table 15

Graduate student survey responses (2011): Competency (N/A responses were excluded) Campus Location: San Fernando Valley

Item	<i>n</i>	Poor/ Unacceptable	Somewhat Acceptable/ Acceptable %	Very Good/ Excellent/	N/A	% Gains in Very Good/ Excellent
					<i>n</i>	
1. Team work						
a. Before starting program	31	0	26	74	1	
b. Program so far	31	0	10	90	1	26
2. Leadership skills						
a. Before starting program	31	0	41	59	1	
b. Program so far	30	0	10	90	2	31
3. Working with ethnically/ racially diverse individuals/groups						
a. Before starting program	31	0	16	84	1	
b. Program so far	31	0	6	94	1	10
4. Thinking critically and analytically						
a. Before starting program	31	0	35	65	1	
b. Program so far	31	0	10	90	1	25
5. Quantitative research skills						
a. Before starting program	29	0	62	38	3	
b. Program so far	29	0	28	72	3	34
6. Qualitative research skills						
a. Before starting program	30	0	63	37	2	
b. Program so far	30	0	30	70	2	33
7. Critically evaluating scholarly literature in your field						
a. Before starting program	29	3	61	36	3	
b. Program so far	29	0	37	63	3	27
8. Examining your values and ethics in relations to your field						
a. Before starting program	30	0	32	68	2	
b. Program so far	30	0	10	90	2	22
9. Writing skills						
a. Before starting program	30	0	53	47	2	
b. Program so far	30	0	23	77	2	30
10. Oral and public speaking						
a. Before starting program	29	0	38	62	3	
b. Program so far	29	0	7	93	3	31
11. Analyzing quantitative problems involving statistics, math, etc.						
a. Before starting program	24	0	58	42	8	
b. Program so far	24	0	29	71	8	29
12. Computer and internet skills						
a. Before starting program	30	0	26	74	2	
b. Program so far	30	0	17	83	2	9
13. Solving complex real-world problems						
a. Before starting program	29	0	37	63	3	
b. Program so far	29	0	10	90	3	27
14. Contributing to the welfare of your community						
a. Before starting program	28	0	42	58	4	
b. Program so far	28	0	31	69	4	11

Table 16

Graduate student survey responses (2011): Competency (N/A responses were excluded) Program Location: Central coast + High Desert + Kern county + Ventura + Point Mugu + Vandenberg + Other

Item	<i>n</i>	Poor/ Unacceptable	Somewhat Acceptable/ Acceptable %	Very Good Excellent/	N/A	% Gains in Very Good/ Excellent
					<i>n</i>	
1. Team work						
a. Before starting program	59	0	39	61	2	
b. Program so far	59	2	23	75	2	14
2. Leadership skills						
a. Before starting program	59	0	48	52	2	
b. Program so far	59	0	23	77	2	25
3. Working with ethnically/ racially diverse individuals/groups						
a. Before starting program	56	0	27	73	5	
b. Program so far	55	0	17	83	6	10
4. Thinking critically and analytically						
a. Before starting program	59	0	43	57	2	
b. Program so far	59	0	24	76	2	19
5. Quantitative research skills						
a. Before starting program	55	6	58	36	6	
b. Program so far	55	2	33	65	6	29
6. Qualitative research skills						
a. Before starting program	56	4	57	39	5	
b. Program so far	57	2	30	68	4	29
7. Critically evaluating scholarly literature in your field						
a. Before starting program	55	7	56	37	6	
b. Program so far	54	0	24	76	7	39
8. Examining your values and ethics in relations to your field						
a. Before starting program	52	0	46	54	9	
b. Program so far	53	0	25	75	8	21
9. Writing skills						
a. Before starting program	58	2	45	53	3	
b. Program so far	58	0	21	79	3	26
10. Oral and public speaking						
a. Before starting program	55	0	55	45	6	
b. Program so far	54	0	26	74	7	29
11. Analyzing quantitative problems involving statistics, math, etc.						
a. Before starting program	53	4	55	41	8	
b. Program so far	53	0	38	62	8	21
12. Computer and internet skills						
a. Before starting program	57	0	32	68	4	
b. Program so far	57	2	19	79	4	11
13. Solving complex real-world problems						
a. Before starting program	57	0	44	56	4	
b. Program so far	57	0	31	69	4	13
14. Contributing to the welfare of your community						
a. Before starting program	51	0	43	57	10	
b. Program so far	51	2	28	70	10	13

Appendix I

Tables 17 and 18: Responses from RCA Education programs other than Teacher Education and
Teacher Education

Table 17

Graduate student survey responses (2011): Competency (N/A responses were excluded)
Program Location: RCA Ed other than Teacher Ed

Item	<i>n</i>	Poor/ Unacceptable	Somewhat Acceptable/ Acceptable %	Very Good/ Excellent	N/A	% Gain in Very Good/ Excellent <i>n</i>
1. Team work						
a. Before starting program	16	0	37	63	0	
b. Program so far	16	0	13	87	0	24
2. Leadership skills						
a. Before starting program	16	0	63	37	0	
b. Program so far	16	0	25	75	0	38
3. Working with ethnically/ racially diverse individuals/groups						
a. Before starting program	16	0	43	57	0	
b. Program so far	16	0	6	94	0	37
4. Thinking critically and analytically						
a. Before starting program	16	0	24	76	0	
b. Program so far	16	0	19	81	0	5
5. Quantitative research skills						
a. Before starting program	16	0	68	32	0	
b. Program so far	16	0	18	82	0	50
6. Qualitative research skills						
a. Before starting program	16	0	68	32	0	
b. Program so far	14	0	21	79	2	47
7. Critically evaluating scholarly literature in your field						
a. Before starting program	15	7	67	26	1	
b. Program so far	15	0	20	80	1	54
8. Examining your values and ethics in relations to your field						
a. Before starting program	16	0	56	44	0	
b. Program so far	16	0	19	81	0	37
9. Writing skills						
a. Before starting program	16	0	49	51	0	
b. Program so far	16	0	19	81	0	30
10. Oral and public speaking						
a. Before starting program	16	6	56	38	0	
b. Program so far	16	0	13	87	0	49
11. Analyzing quantitative problems involving statistics, math, etc.						
a. Before starting program	15	7	60	33	1	
b. Program so far	15	7	27	66	1	33
12. Computer and internet skills						
a. Before starting program	16	0	31	69	0	
b. Program so far	16	0	19	81	0	12
13. Solving complex real-world problems						
a. Before starting program	15	0	39	61	1	
b. Program so far	15	0	13	87	1	26
14. Contributing to the welfare of your community						
a. Before starting program	16	0	55	45	0	
b. Program so far	16	0	24	76	0	31

Table 18

*Graduate student survey responses (2011): Competency (N/A responses were excluded)
Program Location: RCA Teacher Ed + Bakersfield Ed*

Item	<i>n</i>	Unacceptable Poor/	Somewhat Acceptable/ Acceptable %	Very Good/ Excellent/	N/A	% Gain in Very Good/ Excellent <i>n</i>
1. Team work						
a. Before starting program	17	0	24	76	1	
b. Program so far	17	0	6	94	1	18
2. Leadership skills						
a. Before starting program	17	0	41	59	1	
b. Program so far	16	0	6	94	2	35
3. Working with ethnically/ racially diverse individuals/groups						
a. Before starting program	17	0	29	71	1	
b. Program so far	17	0	6	94	1	23
4. Thinking critically and analytically						
a. Before starting program	16	0	44	56	2	
b. Program so far	17	0	0	100	1	44
5. Quantitative research skills						
a. Before starting program	17	12	35	53	1	
b. Program so far	17	0	6	94	1	41
6. Qualitative research skills						
a. Before starting program	17	12	35	53	1	
b. Program so far	16	0	6	94	2	41
7. Critically evaluating scholarly literature in your field						
a. Before starting program	17	12	52	36	1	
b. Program so far	17	0	12	88	1	52
8. Examining your values and ethics in relations to your field						
a. Before starting program	17	6	47	47	1	
b. Program so far	17	0	0	100	1	53
9. Writing skills						
a. Before starting program	17	0	41	59	1	
b. Program so far	16	0	0	100	2	41
10. Oral and public speaking						
a. Before starting program	17	0	46	54	1	
b. Program so far	17	0	12	88	1	34
11. Analyzing quantitative problems involving statistics, math, etc.						
a. Before starting program	16	13	38	49	2	
b. Program so far	16	0	18	82	2	33
12. Computer and internet skills						
a. Before starting program	17	0	17	83	1	
b. Program so far	17	0	0	100	1	17
13. Solving complex real-world problems						
a. Before starting program	17	0	29	71	1	
b. Program so far	17	0	6	94	1	23
14. Contributing to the welfare of your community						
a. Before starting program	17	0	41	59	1	
b. Program so far	17	0	12	88	1	29

Appendix J
Table 19: Responses by exclusively on-line students

Table 19

Graduate student survey responses (2011): Competency (N/A responses were excluded)
Campus Location: Exclusively On-Line

Item	<i>n</i>	Poor/ Unacceptable	Somewhat Acceptable/ Acceptable %	Very Good/ Excellent/	N/A n	% Gain in Very Good/ Excellent
1. Team work						
a. Before starting program	17	0	29	71	2	
b. Program so far	17	0	6	94	2	23
2. Leadership skills						
a. Before starting program	17	0	47	53	2	
b. Program so far	16	0	13	87	3	34
3. Working with ethnically/ racially diverse individuals/groups						
a. Before starting program	17	0	12	88	2	
b. Program so far	17	0	6	94	2	6
4. Thinking critically and analytically						
a. Before starting program	16	0	50	50	3	
b. Program so far	16	0	6	94	3	44
5. Quantitative research skills						
a. Before starting program	16	0	56	44	3	
b. Program so far	16	0	24	76	3	32
6. Qualitative research skills						
a. Before starting program	16	0	62	38	3	
b. Program so far	16	0	30	70	3	32
7. Critically evaluating scholarly literature in your field						
a. Before starting program	16	0	56	44	3	
b. Program so far	16	0	31	69	3	25
8. Examining your values and ethics in relations to your field						
a. Before starting program	16	0	44	56	3	
b. Program so far	15	0	13	87	4	31
9. Writing skills						
a. Before starting program	16	0	37	63	3	
b. Program so far	16	0	18	82	3	19
10. Oral and public speaking						
a. Before starting program	16	0	30	70	3	
b. Program so far	13	0	30	70	6	0
11. Analyzing quantitative problems involving statistics, math, etc.						
a. Before starting program	15	0	46	54	4	
b. Program so far	15	0	14	86	4	32
12. Computer and internet skills						
a. Before starting program	16	0	31	69	3	
b. Program so far	16	0	6	94	3	25
13. Solving complex real-world problems						
a. Before starting program	16	0	50	50	3	
b. Program so far	16	0	18	82	3	32
14. Contributing to the welfare of your community						
a. Before starting program	14	0	43	57	5	
b. Program so far	14	0	14	86	5	29