UNIVERSITY OF LA VERNE

Assessment of Graduate Student Needs by the Graduate Success Center Summer 2011

SUMMARY OF FINDINGS

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The Graduate Success Center
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The contents and conclusions of this report do not reflect, nor officially represent, the U.S. Department of Education.

EXECUTIVE SUMMARY

Purpose

The purpose of the graduate student survey was to gather actionable information from students attending graduate programs across the University at all locations. The findings will inform program planning and development for academic support in the Graduate Success Center, currently in year 3 of operation under a 5 year grant at the University of La Verne.

Grant Overview

In the Fall of 2009 the University of La Verne garnered a 5-year, U.S. Department of Education grant to support graduate students entitled "Strengthening Graduate Students, Faculty, and Graduate Programs." The grant has dual goals: first, to provide academic support for students through a Graduate Success Center and provide faculty support for the integration of technology in teaching. Second, to strengthen three existing degrees through certificate programs and intensive tracks in the Colleges of Education and Organizational Leadership and the College of Business and Public Management respectively.

The Graduate Success Center was formed in an effort to operationalize the specific goals set forth in Part 1 of the grant as indicated in the section *Criterion 1a: Need and Magnitude for the Project:*

> *1) Hispanic and under-represented graduate student persistence must improve.*
> *2) Poor writing skills threaten graduate students' persistence.*
> *3) Graduate students need guidance, planned steps to achieve professional goals (career planning).*
> *4) Graduate students need faculty mentors in order to connect to campus communities.*
> *5) First-generation students need a comprehensive orientation to graduate school.*

Method and Procedure

Survey Form

The survey items were developed based upon an existing annual survey used by a Title V Graduate support program at a University with similar goals to that of The Graduate Success Center at La Verne and reviewed by academic support personnel prior to distribution. 20 questions gathered information on personal characteristics, campus involvement, perceived barriers in graduate school, and perceived need for assistance.

Procedure

The survey was administered online using the web-based application, *SurveyMonkey,* which protects confidentiality and was conducted during the months of July and August of 2011. In an

effort to facilitate a high response rate, a drawing for two "smart" pens was used as an incentive for those respondents who completed the survey.

Any graduate student who had enrolled in a class during the previous two terms (Spring 2011 and Summer 2011) received an email invitation to log on and complete the survey (N = 2972). One follow-up reminder went out, and the data was extracted on September 1st, 2011.

Sample Characteristics

A total of 490 students responded, a return rate of 16%. The distribution of the respondents on the basic demographic information of gender, ethnicity, college, and degree level were comparable to the census population of 2972 students.

The following are some of the salient characteristics of the sample:

% 59 Main campus students
% 32 Regional Campus
% 11 Online
% 19 Both online and in a classroom
% 70 Women
% 9   Doctoral students
% 85 Masters students
% 9   International students
% 47 First generation students
% 61 Worked full time
%17 Unemployed

Key Findings

Campus Involvement

Aside from attending class, the majority of graduate students are on campus to access the Wilson Library services and to meet with an instructor or advisor at the frequency of one or two days per week. The majority of students, 64% are not currently involved in campus activities. Some indicated lack of information or opportunities as the basis for their lack of involvement.

Of those who are involved in campus activities, 24% would like to be more involved. The main areas of interest for involvement in order of prevalence were academic activities such as conferences, seminars, or speakers (30%), a faculty-student mentor program (28%), and social or community events (25%). Work and family were the main factors that prevent involvement on campus. There was no noticeable variability among the sub-groups.

Challenges Faced in Attending Graduate School

In order of prevalence, respondents cited financial barriers (45%), professional or occupational

responsibilities (45%), and family (42%), as key challenges. Time management and stress were notable challenges as well. There was no noticeable variability among the sub-groups.

Perceived Need for Assistance

More than half of the respondents ranked Career Services as their main need for assistance (54%), followed closely by financial aid opportunities (50%). The remaining areas identified were: research (27%), presentation skill development (20%), stress management (19%), writing (17%), statistics (17%), study skills (13%), and personal assistance or counseling (13%).

In the comparison of subgroups, African American students presented the highest response rates in 7 of the 14 categories for assistance, most notably in the areas of career services and writing assistance. The largest differential among all groups was indicated in the American Indian/Alaskan student population who presented between 10 and 20% higher in the areas of financial aid and statistical data analysis assistance.

Recommendations

- *Provide evening and weekend service hours for tutoring and general academic support.*
- *Provide outreach and support for Career counseling.*
- *Inform faculty and students of services provided by the Graduate Success Center, with an emphasis on reaching the sub-groups who identified academic support needs.*
- *Create ample "virtual" resources for students at the Regional Campuses and Online.*
- *Develop a peer and faculty mentor program for 1st Generation and Under-represented students.*
- *Create networking opportunities and outreach through FaceBook and Linked-In websites.*

Some findings in this survey correlate to existing institutional data on graduate students and are addressed in the full report.

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FINDINGS

Purpose

The purpose of the graduate student survey was to gather actionable information from students attending graduate programs across the University at all locations in order to structure student academic support programs in the Graduate Success Center.

Method and Procedure

The survey was administered online using the web-based application, *SurveyMonkey,* which protects confidentiality and was conducted during the months of July and August of 2011. In an effort to facilitate a high response rate, a drawing for two "smart" pens was used as an incentive for those respondents who completed the survey. Any graduate student who had enrolled in a class during the previous two terms (Spring 2011 and Summer 2011) received an email invitation to log on and complete the survey (N = 2972). One follow-up reminder went out, and the data was extracted on September 1st, 2011.

Survey Form

The 20 survey items were developed based upon an existing annual survey used by a Title V Graduate support program at a University with similar goals to that of The Graduate Success Center at La Verne. Prior to distribution a draft of this survey was reviewed by academic support personnel, grant officers, academic leadership, and select graduate students. Questions fell into the categories of personal characteristics, campus involvement, perceived barriers in graduate school, and perceived need for assistance.

One question on financing graduate school yielded results that were shared with the Office of Financial Aid. The final question on social networking habits was posed to guide the Center to develop a *Facebook* page, or a similar web presence, to market events, services, and create an online graduate learning and support community.

Responses are represented for the total sample, as well as summarized by ethnic and racial background, "First-Generation" status, program of study, and campus location (main campus and RCA including Online). Where correlations were appropriate, findings were compared with two existing studies on La Verne's graduate student population and included in the conclusions section of this report. These studies were the "*2006 ULV Graduate Student Survey,*" conducted by the Office of Student Life and the "*Spring 2011 Survey of Graduate Students,*" conducted by the Office of Institutional Research and Assessment.

Personal Characteristics

Gender

Students who responded to the Assessment of Graduate Student Needs were 69.7% female, 29.7% male, 0% transgendered, .06% indicated that they preferred not to answer, and 5 skipped the question.

First Generation Status

This question was defined for the respondents as "first in your immediate family (parents or grandparents) to go to college." However, the 10 responses to "other" indicated some uncertainty on the part of students with regards to parents who attended, but did not finish, college and sibling's completion of a college degree, as to whether they appropriately identified themselves in this category. No graduate student skipped the question yielding a total of 490 responses.

Nearly half of the respondents identified as "First-Generation." While this classification was not studied as a subgroup in either existing institutional report on the graduate student experience, this student classification is central to formative assessment efforts of the Graduate Success Center as indicated by the grant.

Ethnicity & Race

The collection of ethnicity and race data reflects the 2010 U.S. Census categories and the method of gathering personal information by the University of La Verne in the Banner database.

% 34   Hispanic or Latino
% .06   American Indian/Native Alaskan (Original Peoples of the Americas)
% 22   Asian (Includes India and the Philippines)
% 14   Black/African American (Includes Africa and the Caribbean)
% .05   Hawaiian/Pacific Islander (Native Hawaiian or Other Pacific Islander)
% 61   White (Includes Middle Eastern)

A small percentage of the respondents identified as International, 8.5%, and 7 students did not answer this question.

Several respondents checked multiple racial backgrounds, and 29% of respondents did not answer this question.

Employment

The employment status of the graduate student respondents indicated that the majority, 61%, worked full-time or more, and 20% worked between 20 and 39 hours per week. While the percentage of graduate students not presently working was only 17%, among the sub-groups, African-American students were unemployed at nearly three times the rate of the other under-

represented groups (23%).

Open-ended responses for this question were indicated at a higher frequency in comparison to the other questions on the survey. Of the 65 students who elaborated on their employment status, the common themes in order of prevalence were:

- 39 currently work more than 40, and as much as 90, hours per week with an average of approximately 50 hours per week.
- "Multiple jobs" included school-related or required internships.
- Parenthood was often considered by respondents as full-time or part-time work
- A few respondents included volunteerism as work.
- 42 students did not answer this question.

The grant-defined subgroups compared to the total sample as shown in the table below with the highest percentages indicated in bold.

Table 1
Student Employment Status

Amount Worked	Regional Campus & Online (n=175)	First Generation* (n=211)	Hispanic /Latino (n=153)	African American (n=43)	American Indian or Native Alaskan (n=21)
Full-time (40 hours per week or more)	74%	64.5%	66.7%	65.1%	**71.4%**
Less than full-time, more than part-time (21-39 hours per week)	8%	9.5%	**13.1%**	7%	9.5%
Part-time (20 hours per week or less)	5%	**7.6%**	6.5%	2.3%	4.8%
Multiple jobs (indicate in other)	2%	2.4%	5.2%	2.3%	**9.5%**
Not working	12%	16.1%	8.5%	**23.3%**	4.8%
Skipped question	3%	17	8	5	2
Other	34	30	23	7	4

*First Generation percentages include both Caucasian and under-represented ethnicities combined.

Academic Characteristics

In total, 461 respondents indicated the level of degree sought with 85% seeking a Master's degree or Credential, 9% seeking a doctorate, and 6% did not indicate a program of study.

Individual college's percentage of total sample and degree data are shown in the tables below.

Table 2
College of Arts & Sciences
(4.7% of total sample)

Program	Frequency
Counseling	1
Clinical-Community Psychology (PsyD)	10
Marriage & Family Therapy (MFT)	9
Total	20

Table 3

College of Business and Public Management
(62.5% of total sample)

Program	Frequency
Business Administration (MBA)	164
Gerontology	1
Health Administration	12
Leadership Management (MSLM)	72
Public Administration (MPA)	21
Public Administration (DPA)	8
Total	278

Table 4
College of Education and Organizational Leadership (32.8%)

Program	Frequency
Child Development	5
Child Life	2
Educational Counseling	32
Educational Management	4
Multiple Subject Credential	5
Organizational Leadership (Ed.D.)	22
Preliminary Administrative Services Credential	3
Pupil Personnel Credential	1
Reading	6
School Psychology	7
Single Subject Credential	16

Special Education	3
Special Emphasis	10
Other	1
Total	11

A small percentage of alumni, 6 total, completed the survey.

Campus Involvement

This section of the survey included five questions that were designed to gather information on the student's level of involvement with campus activities and services. Data includes graduate students' perceived barriers as well as perceived needs in this area.

The reasons for coming to campus other than the need to attend class in descending order of prevalence were:

Item	%
Research, studying, or library services	51
Group project	48
Advising or meeting with an instructor	45
Social events (includes student organizations)	10
Campus job	5
Sporting events or recreation	5

The support services option in this question did not adequately delineate key services such as financial services, Registrar, nor computer lab use. However, these services constitute the majority of open-ended responses in the "other" category. "Human interaction" and "classroom interaction" were also frequently cited in this category.

There was no noticeable variability among the sub-groups.

Satisfaction with Level of Campus Involvement

The majority of respondents chose "Not Applicable" (64%), while 24% felt that they were not as involved as they would like to be, and lastly, 11% felt that their level of involvement was adequate.

There was only slight variability among the 1st generation students in that 5% more felt they were not as involved as they would like to be. Of the 135 Regional Campus students who responded, a high percentage (76%) felt the question was not applicable, while 19% felt they were not as involved as they would like to be and 5% felt that they were satisfied with their level of involvement.

Barriers to Campus Involvement

The primary obstacles in the total sample are reported in order of prevalence:

Item	%
Job/Professional Responsibilities	53
Family Responsibilities	42
Time Management Challenges	29
Lack of Information for Non-Traditional Students	17

22 respondents selected "other" while 63 skipped this question. The most prevalent themes in the response to "other" were: Distance from campus, lack of information about or involvement opportunities, and cost of gas.

The only notable variation among the sub-groups was that of the RCA students, who indicated that family responsibilities were the main barrier (52%).

There was negligible variation among the first generation students or specific ethnic groups.

Interest in Increased Involvement

The primary area of preference for each group is indicated in bold.

Table 6
Comparison of Preferences for Increased Involvement

Item	All Responses (n = 429) %	1st Gen (n = 205) %	RCA (n =136) %	African-American (n = 42) %	American Indian/ Alaskan (n = 21) %	Hispanic/ Latino (n = 146) %
An orientation on campus services	11	7	9	**24**	10	10
A faculty-student mentor program	28	31	25	29	**33**	**33**
A peer mentor program	14	**18**	14	17	14	16
Being a mentor for another student	16	16	14	12	**19**	15
Facilitating a topical workshop	8	8	9	12	**14**	10
Academic activity (conferences, seminars)	**30**	28	27	26	24	34

Table 6 (continued)	All Responses (n = 429) %	1st Gen (n = 205) %	RCA (n =136) %	African-American (n = 42) %	American Indian/ Alaskan (n = 21) %	Hispanic/ Latino (n = 146) %
Item						
Social or community events (clubs, volunteering)	25	25	18	21	**29**	27
Sporting or recreational event	9	**10**	6	7	**10**	8
Happy with current level of involvement	44	40	**50**	48	19	39
Skipped question (Frequency)	61	23	10	6	2	15
Other (Frequency)	6	2	3	1	1	2

Among the total sample, academic activities are the preferred area of interest for further involvement.

In the subgroups, interpretation of the First Generation data is addressed separately to avoid duplicate responses. A student who identifies in this category might be from any ethnicity or campus location. As a distinct category, those First Generation students interested in further campus involvement seem to prefer a faculty-student mentor program above other activity choices.

The comparison table suggests that in relation to the total sample, African-American students are twice as likely to be involved in an orientation on campus services.

Sporting events and facilitating topical workshops were among the lowest area of interest for all groups.

Nearly all open-ended responses reiterated reasons for not being involved as opposed to desire to be more involved and area of interest.

Perceived Barriers or Challenges to Attending Graduate School

A review of the open-ended responses to both questions on challenges in graduate school seemed to indicate that students perceived the two questions as synonymous. As shown in the survey, the questions were:

"If applicable, do you ever face challenges attending class, and if so, what is the main reason (or reasons)?"

 "What are the top 3 challenges you face in attending graduate school at the University of La

Verne? If yours is not listed, state in other category or feel free to specify an answer above."

The questions were similar enough in both phrasing and response choices to suggest duplicate results and potentially obscure results. The first question focused on the micro-level challenges faced attending classes while the second question addressed the macro-level challenges faced in succeeding or completing graduate school. Subsequent survey instruments will eliminate the fist question for a more concise understanding for the respondents.

For the class attendance question, respondents were asked to rank their top reasons in order of significance. For reporting purposes, "Top reason" and "A significant reason" were combined.

For the general barriers question, respondents were instructed to select their top three challenges. A "not applicable" and "other" category was provided for each question. The following tables represent the overlap in items and their frequencies per category. Full data for each question are provided in the appendices section.

Table 7
Comparison of Barriers for Total Sample

Items	Barriers to Attending Class (n = 449) Frequency	General Barriers in Graduate School (n = 446) Frequency
Family Responsibilities	135	187
Professional or Occupational Responsibilities	121	199
Financial Challenges	102	201
Stress Management Challenges	50*	80
Time Management Issues	Item not provided	119
Do not face any of these barriers	Item not provided	71
Other	37	32
Skipped Question		44

* 46 respondents indicated this was a "somewhat significant" challenge.

Items ranked below the 20th percentile or lowest in prevalence for both questions were: technological challenges, transportation issues, lack of family support, language barriers, and learning disability challenges.

Themes in "other" category for both questions where overlapping existed: distance from campus, high cost of gas, traffic, class times offered too early for working adults, lack of online or other course offerings, and perceived deficiency in quality of teaching.

There were no notable variations among the subgroups.

Perceived Need for Assistance

The data for the total sample and subgroup comparison is presented by percentage of prevalence in the table below.

Table 8
Compared Need for Assistance

Item	All Responses (n = 402) %	1st Generation (n = 191) %	RCA (n =153) %	African-American (n = 37) %	American Indian/ Alaskan (n = 19) %	Hispanic/ Latino (n = 142) %
Career services	54	52	51	**65**	53	47
Financial aid opportunities	50	50	46	35	**74**	58
Learning disability or challenges	3	**3**	2	0	0	2
PowerPoint	6	7	**8**	5	5	6
Personal assistance (counseling, etc.)	13	11	10	**19**	16	13
Presentation skills	20	19	**24**	22	16	19
Research skills	27	27	28	**30**	16	23
Statistical data analysis	17	18	14	19	**32**	19
Stress management	19	20	20	**24**	21	21
Subject matter tutoring	5	4	4	3	5	6
Transportation issues	3	1	2	5	0	2
Technology (Blackboard, etc.)	7	5	7	3	11	7
Study skills	13	14	9	**24**	16	16
Writing	17	16	18	**27**	16	18
Other	40	22	12	3	1	15
Skipped question	88	37	22	11	4	19

Career services and financial assistance was the greatest indicated need for assistance across all groups. Most notably, African-American respondents desired Career services above all groups. In total, this group dominated almost half of the total areas of assistance. American Indian or Native Alaskan students expressed the highest level of interest in financial assistance.

The least indicated areas of assistance in descending rank were: learning disabilities, transportation issues, subject matter tutoring, and technology.

In the total sample, 40 "other" responses were given. Of those, the themes in order of prevalence were: improved academic advising, better course registration process (Banner slow at peak times), Career counseling available at the Regional Campuses, personal counselor at Regional

Campuses, GRE preparation, Library open during breaks in semesters.

A cross-analysis of open-ended responses from Regional Campus, First Generation, and students of color showed consistency with the total sample, and in fact, constituted the majority of responses given to the "other" category.

Program of Study Comparisons

The three main colleges are compared below by the most prevalent categories. The College of Law did not participate in the survey.

Table 9
Need for Assistance by College

Item	Arts & Sciences (n = 18) %	Business (n = 239) %	Education (n = 121) %
Career	22	**57**	55
Financial Aid	**67**	45	58
Stress Management	**39**	16	18
Research Skills	17	**30**	25
Writing	6	19	**20**

Graduate students from the College of Arts and Sciences showed a higher need for financial aid and stress management. Business and Education students show more need in the areas of career, research, and writing skills.

The table below compares the largest degree programs with the most prevalent needs areas. Responses to areas of need for assistance are represented by n in the table below.

Table 10
Need for Assistance by Degree

Item	MBA (n = 141) %	MSLM (n = 61) %	Education Counseling (n = 31) %	EdD (n = 21) %	PsyD (n = 9) %
Career	**64**	39	**65**	24	0
Financial Aid	48	39	**58**	43	**78**
Stress Management	16	20	23	19	**33**
Research Skills	23	**43**	32	**38**	22
Writing	15	19	26	**33**	11
Personal assistance (counseling or other assistance)	18	7	16	5	**33**

Two programs showed unique needs at twice the rate of other degrees. The MBA students indicated a need for statistical tutoring at 18% while the MSLM students indicated presentation skills at 23%, respectively.

Conclusions and Recommendations

Conclusions

The Assessment of Graduate Student Needs, conducted by the Title V Graduate Success Center, is the third study of adult students to be conducted at LaVerne since 2006. The other two are the *2006 ULV Graduate Student Survey,* conducted by the Office of Student Life, and the *Spring 2011 Survey of Graduate Students* conducted by the Office of Institutional Research and Assessment. There are notable differences in their purposes, but there are some correlational findings between them as well as recommendations that merit further consideration by University administration.

Although there seems to be a negligible amount of "new" information garnered from this study beyond what is already known about the lives of our adult students, it can reasonably be concluded, or perhaps reiterated, that they expect tailored support available to them in the evenings, on the weekends, and virtually, they feel more taxed for time than our undergraduate population, seek financial and career assistance, have less time to study which is significantly impacted by family and work obligations, and desire more academic or personal support at all of our campuses.

The table below represents a comparison of some key findings of the surveys.

Table 11
Selected Graduate Student Data from 2006 to 2011 (Total Sample)

	Student Life (2006) n = 1,600	Graduate Success Center (2011) n = 2,972
Total Responses Response Rate	454 28%	490 16%
Interest in career services	75%	54%
Interest in peer mentoring Interest in faculty-student mentoring	64% N/A	42% 28%
Interest in social events	63%	25%
Level of interest in evening/weekend access to services*	40%	N/A
Interest in multicultural services	55%	N/A

*Approximated percentage based on combined frequencies for separate weekend and evening hours during the weekday response choices.

The *Spring 2011 Survey of Graduate Students* conducted by the Office of Institutional Research and Assessment, is excluded from the comparison table, primarily due to the fact that it is a climate survey measuring satisfaction with academic programs and campus services. However, it might be arguable that tepid satisfaction ratings for services such as that of the Office of Career Services (54%) and the Learning Enhancement Center for writing assistance, (64%) could be due to lack of capacity in budget or staffing as well as hours of availability, which the Graduate Success Center seeks to bridge through support from the Title V grant.

Recommendations

For the University of La Verne

It would seem beneficial for the University to continue and expand its current efforts to support our adult students by providing funding beyond the life of this grant to institutionalize both a career counselor for graduate students and explore the establishment of a comprehensive, "one-stop" professional graduate student support center. Although this survey did not specifically ask about interest in a graduate lounge or support center, this might be extrapolated from interest levels in support services that could potentially be housed under one roof. The 2006 Student Life survey results showed that more than half of the respondents considered a dedicated space for graduate students to be an important aspect of campus involvement.

Whereas the concept of a student lounge, as described in the Student Life survey, was primarily based on the convenience of amenities such as computer access, food, and recreation, the Graduate Success Center as a dedicated space, could potentially entail aspects of the above in conjunction with academic tutor consultation, career or personal counseling staff to conduct individual and seminar type workshops, and informal mentoring.

The center would offer a variety academic support services, available at time when most graduate students are on campus such as nights and weekends. This recommendation echoes that of the Office of Institutional Research and Assessment's services section, which listed such as follows in order of rank:

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.*
5. *Find ways to make some essential services available on evenings and weekends, such as the registrar, financial aid and writing assistance.*

*As a matter of clarification, the Learning Enhancement Center is the physical location of the Graduate Success Center writing and other services are provided, but are not currently the provider of such for the graduate student population.

Recommendations Specific to the Title V Graduate Success Center (GSC)

The following list of recommendations for the GSC is a synthesis of combined student survey results, the grant's program assessment process for year 2, and strategic planning for year 3, which spans October 1st, 2011 to September 30th, 2012.

- Improve awareness of the GSC among faculty and students through increased marketing of primary services – career support, tutoring support, and academic skills improvement. Collaborate with the Office of Public Relations and the Marketing department to increase visibility.
- Allocate budgetary priority to career counseling.
- Launch a peer-mentor program.
- Collaborate with the Learning Enhancement Center, the Office of Multicultural Services, Counseling Center, and the Wilson Library, to provide comprehensive personal and academic support, both in person and online.
- Expand educational opportunities such as workshops and guest speakers.
- Provide adequate staffing after 5pm on weekdays.
- The GSC will increase awareness and participation in the 2012 event based on results of this student survey in order to align the event with graduate student's main interests: identifying financial resources such as grants or fellowships, topical sessions on improving presentation, writing, and research skills, career development strategies, and managing stress the conflicting demands of school, work, and family.
- Improve current academic tutoring program to include synchronous. (real-time), consultation to meet the time and distance constraints of student clientele.
- Incorporate service satisfaction

Finally, next year's survey instrument and implementation plan should be significantly revised.

Changes should include:

- Include fewer questions and place in a more logical order on the survey.
- Include questions such as interest in dedicated space for graduate students, multicultural services, and
- Review and remove redundant questions or items.
- Make the campus affiliation choice more accurate.
- Include alumni status in the program of study section.
- Remove the question on financing graduate school or consult with the Financial Aid Director before including the question on the next survey.

Full survey results will be distributed to academic and administrative units based on pertinence to their department, however, all are available upon request. For further information or to provide feedback, contact Lisa Rodriguez, Director for the Graduate Success Center, at extension 4381 or via email at lrodriguez@laverne.edu.

Appendix A: Graduate Survey Form

Assessment of Graduate Student Needs, 2011

1. Introduction

The Graduate Success Center is funded by a Department of Education Title V Grant. The primary goal of the GSC is to provides beneficial resources to graduate students.

This survey is an essential planning tool that will afford the Graduate Success Center, Career Center, Learning Enhancement Center, Graduate Academic Services, and others to provide an enriching academic and professional experience at La Verne.

The aggregate, anonymous results will be shared with advisers, academic leaders, our research staff, and others in an effort to provide seamless support services for our graduate students. Results will also be shared with the U.S. Department of Education.

For your privacy, your identity will not be shared and providing such is completely optional. Should you share your name, that information will be kept private and with only the GSC staff. By taking this online survey, you are exercising informed consent to participate.

Every question is of great importance to us, but if we missed something significant and that you feel will benefit us to know, do let us know by sending an email to gsc@laverne.edu or by calling the Administrative Assistant, Susie Haynes, at 909-593-3511, extension 4357.

Finally, upon completion of the survey, click "done" and you will be directed to a voluntary registration site to enter a random-drawing raffle to win one of several gifts as a token our appreciation for your participation. You do not need to give us your name, nor email address in the survey, but will need to do so to enter the drawing.

Thank you for your time.

Lisa Rodriguez, Ph.D.
Director, Graduate Success Center
http://sites.laverne.edu/graduate-success-center/

2. About You

Knowing your demographic will assist us to tailor programs and services to meet your needs.

1. Name (optional)

2. Email address (optional)

3. Gender

○ Female   ○ Male   ○ Transgender   ○ Prefer not to answer

Other (please specify)

4. Are you an International Student?

○ Yes

○ No

○ Prefer not to answer

5. What is your ethnicity? Check one:

○ Hispanic or Latino

○ Not Hispanic or Latino

6. Select one or more races to indicate what you consider yourself.

☐ American Indian/Native Alaskan (Original Peoples of the Americas)

☐ Asian (Includes India and the Philippines)

☐ Black/African American (Includes Africa and the Caribbean)

☐ Hawaiian/Pacific Islander (Native Hawaiin or Other Pacific Islander)

☐ White (Includes Middle Eastern)

*7. Are you the first in your immediate family (parents or grandparents) to go to college?

○ Yes

○ No

○ Prefer not to answser

Other (please specify)

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3. Your Campus Experience

*1. What is your current La Verne degree program of study (i.e., MBA, Ed.D., etc.) If ABD, please indicate.

2. Master's or Doctoral?

○ Master's (with or without credential)

○ DPA - Doctor of Public Administration

○ EdD - Doctor of Education

○ PsyD - Doctor of Psychology

○ JD - Juris Doctor

○ Credential (only)

3. Your Current College:

○ College of Arts & Sciences

○ College of Business & Public Administration

○ College of Education & Organizational Leadership

○ College of Law

4. College of Arts & Sciences, which program?

○ Counseling

○ Marriage & Family Therapy

○ Clinical-Community Psychology

○ Other

Other (please specify)

5. College of Business & Public Management, which program?

○ Business Administration (MBA)

○ Gerontology

○ Health Administration

○ Leadership Management (MSLM)

○ Public Administration (MPA)

○ Public Administration (DPA)

○ Other

6. College of Education, which program?

○ Child Development

○ Child Life

○ Educational Counseling

○ Educational Management

○ Multiple Subject Credential

○ School Psychology

○ Reading

○ Single Subject Credential

○ Special Education

○ Special Emphasis

○ Organizational Leadership (Doctoral)

○ Preliminary Administrative Services Credential Only

○ Pupil Personnel Credential Only (non-degree seeking)

○ Other

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7. How do you take your classes? (Check all that apply)

☐ On the main campus

☐ At a regional campus

☐ Online

☐ Both in a classroom and online

Other (please specify)

8. If applicable, do you ever face challenges attending class, and if so, what is the main reason (or reasons)?

	Top reason	A significant reason	Somewhat significant reason	A reason, but not too significant	N/A
Family responsibilities	○	○	○	○	○
Financial Challenges (*please explain)	○	○	○	○	○
Language or reading barriers	○	○	○	○	○
Professional/occupational constraints	○	○	○	○	○
Stress management challenges	○	○	○	○	○
Technological challenges	○	○	○	○	○
Transportation issues	○	○	○	○	○
Other	○	○	○	○	○

Other (please specify)

9. Reasons for coming to campus beyond the need to attend class (you may choose more than one or tell us in other):

☐ Advising or meeting with instructor

☐ Campus job

☐ Educational opportunities (conferences, speakers, seminars, etc.)

☐ Group project

☐ Research, studying, or library services

☐ Social events (includes student organizations)

☐ Sporting events or recreation (i.e. to use the gym)

☐ Support services (tutoring, counseling, health services, etc.)

☐ N/A

Other (please specify)

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10. If you come to campus for the above reasons, how often?

○ 1 or 2 days/week

○ 2 or 3 days/week

○ 4 days or more

11. If you are involved in campus activities, are you as involved in campus activities as you'd like to be?

○ Yes

○ No

○ N/A

4. Challenges & Needs

Graduate education can be a challenging undertaking. Tell us how we can assist in making it as smooth as possible.

1. Do you work?

○ Full Time (40 hours per week or more. If more, tell us how many)

○ Less than full time, more than part time (21-39 hours per week)

○ Part Time (20 hours per week or less)

○ Multiple jobs (indicate in other)

○ Not Working

Other (please specify)

2. What are the top 3 challenges you face in attending graduate school at the University of La Verne?

If yours is not listed, state in other category or feel free to specify an answer above.

☐ Family responsibilities

☐ Financial barriers

☐ Lack of, or no, family support/encouragement

☐ Lack of academic opportunities that meet your needs

☐ Lack of social activities that meet your needs

☐ Lack of research projects/fellowships that meet your needs

☐ Language barriers

☐ Learning disabilities

☐ Professional or occupational responsibilities

☐ Stress management challenges

☐ Technological barriers

☐ Time management issues

☐ I don't face any of these barriers

☐ Other (please explain)

Other (please specify)

3. Please select the top 3 areas you would like to receive assistance with. Use "other" to give more information.

- ☐ Career services (resume design, interview skills, locating opportunities)
- ☐ Financial aid opportunities
- ☐ Learning disabilities or challenges
- ☐ PowerPoint (if other please comment below)
- ☐ Personal assistance (counseling, other assistance)
- ☐ Presentation skills
- ☐ Research skills
- ☐ Statistics/data analysis tutoring
- ☐ Stress management
- ☐ Subject matter tutoring (please specify below)
- ☐ Transportation issues
- ☐ Technology (example: Blackboard, etc. please specify)
- ☐ Study skills (time management, note-taking, test-taking)
- ☐ Writing

Other (please specify)

4. Areas of interest you'd like to be more involved with. Check all that apply

- ☐ An orientation on campus services
- ☐ A faculty-student mentor program
- ☐ A peer mentor program
- ☐ Being a mentor for another student
- ☐ Facilitating topical workshop
- ☐ Academic activities (conferences, seminars, speakers)
- ☐ Social or community events (clubs, volunteering, etc.)
- ☐ Sporting or recreational events
- ☐ I am happy with my current level of involvement

Other (please specify)

5. Reasons that prevent you from being as involved, select all that apply.

☐ Family responsibilities

☐ Financial hardships

☐ Job/Professional responsibilities

☐ Language barriers

☐ Lack of information to non traditional student

☐ Time management challenges

☐ I'm satisfied with my current level of involvement

Other (please specify)

6. Have you received any of the following types of financial aid? Check all that apply

☐ Book stipends or scholarships

☐ Financial assistance from family

☐ Government loans

☐ Grants

☐ Private loans

☐ Scholarships

☐ Not applicable

☐ Other, please explain below

Other (please specify)

7. Social networking sites used most frequently

	Most	Occasionally	Never	N/A
Twitter	○	○	○	○
Facebook	○	○	○	○
Linked-In	○	○	○	○

Other (please specify)

As a thank you for giving us your valuable input, we invite you to enter our raffle to win one of several prizes from La Verne Bookstore items to a "smart" pen that records as you take notes.

The raffle winners will be notified by the end of September, 2011. Good luck!

Copy and past the raffle link into your browser: http://tinyurl.com/gscraffle