



UNIVERSITY OF LA VERNE

Non-returning Student Exit Survey

Report
Summer 2010

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Executive Summary

Purpose

The purpose of this survey was to gather actionable information from students who decided not to return to La Verne after taking courses for at least one semester, to identify reasons for leaving, and evaluate their experience of the climate of the university inside and outside the classroom.

Method and procedure

A non-returning student was defined as a student who was registered for classes during the 2008-2009 academic year but did not register for classes during the 2009-2010 academic year. Altogether 1454 such students were identified through Banner, who received emails with a link to an on-line survey. The number of former students who responded to the survey was 161 with a return rate of 11%, representing a cross-section that resembled the profile of the La Verne student body but cannot be considered truly representative.

The survey was composed of 32 questions including basic demographic information, questions about reasons for not returning, who they consulted with before deciding to withdraw, their future plans, an open ended question about barriers or difficulties they experienced while at La Verne, and a series of questions with a 4-point Likert-type response format dealing with their attitudes and experiences including the following: course design, faculty, campus support services, and the general campus climate. Faculty of Educational Effectiveness Committee in consultation with RCA directors, Advising Office and Institutional Research and Assessment staff developed the questions.

Adequate numbers in subgroup samples allowed the responses to be disaggregated by campus, degree level, and racial/ethnic background. Not Applicable responses were excluded from analysis. Agree and Agree Strongly responses were combined in reporting the results, although they are presented separately in summary tables. Generally, positive endorsements of 67% or higher were considered strengths.

Highlights of Findings

- 37% of respondent said they plan to return to La Verne after a while, and 28% said they plan to study at another institution
- Only 27% said they left for not being able to afford tuition

Strengths

These strength areas were generally true across campuses, degree levels, and racial and ethnic groups.

- Overall, about nine out of ten found courses to be motivating, were satisfied with the use of technology, and selection of courses.
- Overall, about nine out of ten said faculty were competent, helpful, accessible, and provided timely feedback.
- Overall, about four out of five found personnel helpful in financial aid, student accounts, admissions, academic advising and the registrar.
- Overall, those who used the services, about 4 out of five were satisfied with the services they received from the staff of the library, residence halls, student life, health services, counseling, and technical and computer support.

Challenges

- Overall, 24% found grading by instructors to be somewhat harsh and unfair.
- Overall, 27% reported feeling uncomfortable because of their racial, ethnic, or religious background, and comparable levels were evident in different degree levels, campuses, and ethnic and racial subgroups.
- Overall, about 40% were not satisfied how their grievances were addressed. And, relatively fewer doctoral (45%) students were satisfied than master (56%), and undergraduate (66%) students.
- Relatively fewer RCA (43%) students reported receiving adequate computer and technical support than other campus categories.
- Compared to other degree levels, more doctoral students (43%) found grading to be harsh and unfair, fewer were satisfied with teaching techniques (72%), found instructors approachable (72%), and reported receiving the individualized attention they expected (57%).

Action Recommendations

- Maintain contact with non-returning students since a substantial number indicate plans to return.
- Encourage all student to consult with some support personnel if they contemplate not returning.
- Provide multicultural sensitivity training for all groups of staff and instructors to promote more sensitivity toward the needs of students from all different ethnic and racial groups.
- Re-evaluate grievance procedures for all degree levels and campuses.
- Encourage instructors to make grading criteria very explicit, especially in the doctoral programs, and evaluate their grading strategy to determine if they are unusually harsh and/or unfair.
- Doctoral programs should examine the individualized attention they try to provide their students.

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Non-Returning Student Exit Survey Report

Purpose

The purpose of this survey was to gather actionable information from students who decided not to return to La Verne after taking courses for at least one semester, to identify reasons for leaving, and evaluate their experience of the climate of the university inside and outside the classroom.

Method

The Climate Subcommittee of the Educational Effectiveness Committee in collaboration with the Office of Institutional Research and Assessment conducted an on-line (SNAP) survey of non-returning students. Students who receive the survey had registered for classes during the 2008-2009 academic year but did not register for classes during the 2009-2010 academic year.

The Survey form: The Climate Subcommittee of the Educational Effectiveness Committee developed the items of the survey with input from faculty, admission and advising officers, and RCA campus directors (See Appendix A). There were 32 items on the survey with sections on demographic information, course design, faculty, campus services and support, learning environment, and reasons for not returning. There was one open-ended question that asked, “While at La Verne, what barriers or difficulties did you encounter?”

Sample: A total of 1454 names of students were generated from the Banner system with La Verne and/or personal or business emails. After multiple reminders over a two-month period in the spring and summer of 2010 the survey was closed with 161 responses, for a response rate of 11%. As an incentive respondents were offered one free official transcript, and 122 students had placed their transcript requests by August 3, 2010. The breakdown of the sample demographics reflects the profile of the overall student population to a reasonable degree in terms of gender, campus, and degree levels. However, of those who responded to the race/ethnicity background questions other than Hispanic (n = 99), 65% were White. Thus, the findings may be generalized but with some caution since true representativeness cannot be established. Table 1 below shows the demographic breakdown of the sample.

Table 1. Demographic information of Non-Returning Students (N=161)

| Item | % | N |
|-----------|----|-----|
| 1. Gender | | |
| Male | 35 | 57 |
| Female | 65 | 104 |

2. Are you a non-resident alien?

| | | |
|--|----|-----|
| Yes | 8 | 12 |
| No | 92 | 149 |
| 2a. Are you Hispanic/Latino? | | |
| Yes | 30 | 44 |
| No | 70 | 105 |
| 2b. If not Hispanic, what is your race/ethnicity (Out of 99)? | | |
| Black/African American | 19 | 19 |
| White | 66 | 65 |
| Asian | 8 | 8 |
| Native Hawaiian/Pacific Islander | 1 | 1 |
| Other | 6 | 6 |
| 3. What was your grade level of study at La Verne? | | |
| Undergraduate | 52 | 84 |
| Masters | 29 | 46 |
| Doctoral | 14 | 22 |
| Law | 3 | 4 |
| 3a. What was your campus at La Verne? | | |
| Main Campus (includes all levels) | 37 | 48 |
| CAPA | 13 | 17 |
| La Verne Online | 6 | 8 |
| Other (Includes RCA) | 44 | 57 |
| 3b. What was your status when you entered La Verne (Includes only 25 traditional undergraduate)? | | |
| First Time Freshmen | 60 | 15 |
| Transfer student | 40 | 10 |
| 3b. Which regional campus were you at (Out of the 57 who responded from RCA)? | | |
| Central Coast campus | 9 | 5 |
| High Desert campus | 4 | 2 |

| | | |
|-----------------------------|----|----|
| Inland Empire Campus | 18 | 10 |
| Kern County campus | 23 | 13 |
| Orange county campus | 14 | 8 |
| Point Mugu campus | 11 | 6 |
| San Fernando Valley campus | 9 | 5 |
| Statewide education program | 5 | 3 |
| Vandenberg campus | 2 | 1 |
| Ventura County campus | 4 | 2 |

| | | |
|--|----|-----|
| 4. At time of entry, University of La Verne was your | | |
| First choice | 80 | 128 |
| Second choice | 11 | 18 |
| Third choice | 4 | 7 |
| Other | 5 | 8 |

Scoring and Analysis

Summary tables presenting the quantitative data include Agree and Agree Strongly response, and their combined percentages. These percentages exclude Not Applicable responses so that the percentages represent the responses of those for whom an item is relevant, or have used the services indicated in the item. The qualitative responses to open-ended questions were grouped by campus and RCA sites. Themes from the total sample are identified.

The sub-samples were large enough to allow for a number of breakdowns of the quantitative data, such as by campus, degree levels, and ethnic and racial background. The responses of the total sample are presented first. Endorsements of positive items by more than 67% are considered strengths. Differences between groups of more than about 10 to 15 percent are also noted for consideration.

Findings

A. Reasons for Not Returning and Future Plans

Respondents could select all the applicable response options in questions related to reasons for not returning, future plans, and individuals they consulted before deciding not to return. Table 2 below summarizes the responses.

Regarding reasons for **not returning**, of the 92 who responded to this question, about 60% gave reasons other than the listed options. Responses to the given options indicated that only 27% left for not being able to afford tuition. Some of the other prominent reasons for not returning identified in response to “Other” mentioned issues of financial difficulties of not being able to pay outstanding balances, family obligations, bad experiences, availability of courses, and instructor problems. The complete list of unedited “other” reasons may be found in Appendix B.

In response to **future plans**, of the 97 who responded to this question, a significant number of 37% indicated they intended to return to La Verne after a while. This would suggest the need to continue maintaining contact with these students. In response to “Other” plans, students indicated that they would return to La Verne, have had career changes, and were planning to attend other universities or programs (Appendix B). Among other universities they planned to attend or were attending included private small liberal arts and large universities such as St. Mary’s, Point Loma of Nazarene, Pepperdine, Alliant International, Columbia, as well as community and state public universities such as Chaffey, College of the Desert, CSUB, CSUF, University of Missouri, and Washington State (See Appendix B for complete list).

In response to who they **contacted for advice** before deciding to return, of the 92 who responded, two out of three said they did not consult anyone of the key individuals mentioned in the options provided. Only 14% consulted with their academic advisor. This is worth exploring further.

Table 2. Reasons for not returning and future plans

| Reasons | % | N |
|---|----|----|
| <u>Reasons for not returning</u> | | |
| Why did you choose not to continue enrolling at La Verne (Out of 92 who responded)? | | |
| 1. Cannot afford tuition | 27 | 25 |
| 2. Family care obligations | 3 | 3 |
| 3. Transfer to better known school | 1 | 1 |
| 4. Major not available | 2 | 2 |
| 5. Work commitments | 5 | 5 |
| 6. Military service | 3 | 3 |
| 7. Other | 58 | 5 |

Future plans

Please mark all plans that apply (Out of 97 who responded)

| | | |
|-------------------------------------|----|----|
| 1. Concentrate on work | 9 | 9 |
| 2. Return to La Verne after a while | 37 | 37 |
| 3. Look for work | 8 | 8 |
| 4. Study at another institution | 28 | 28 |
| 5. Other | 15 | 15 |

Advice sought before leaving

Mark all the personnel you sought advice from being making the decision not to return to La Verne (Out of 92 who responded)

| | | |
|-------------------------------------|----|----|
| 1. Academic Advisors | 14 | 13 |
| 2. Faculty | 2 | 2 |
| 3. Program or department chair | 2 | 2 |
| 4. Regional Campus Director | 4 | 4 |
| 5. Financial Aid staff | 3 | 3 |
| 6. Did not consult any of the above | 67 | 62 |
| 7. Other | 6 | 9 |

B. Campus Support and Climate by The Total Sample

Table 3 below summarizes the responses of the total sample. Breakdown of responses by different subgroups is provided subsequently.

Strengths

Nearly all the responses by the total sample reflected strengths indicated by their satisfaction with faculty, advisors, courses, and services.

- About nine out of ten of the non-returning students found the **courses** to be motivating (88%), and were satisfied with the use of **technology** in classes (88%), and the **selection** of courses (96%). Similar numbers said the **faculty** were competent, helpful, approachable and accessible, and provided timely feedback.

Table 3. Responses of all Non-Returning students (N=161)

| Item | Agree | Strongly Agree % | Total |
|--|-------|---------------------|-------|
| Course Design | | | |
| 1. I found the course assignments interesting and motivating. | 33 | 55 | 88 |
| 2. I was satisfied with the use of technology in the courses. | 42 | 46 | 88 |
| 3. The selection of courses met my needs. | 38 | 48 | 96 |
| Faculty | | | |
| 4. The instructors teaching techniques helped me learn the subject matter of the courses I took. | 36 | 53 | 89 |
| 5. The instructors were accessible/approachable, either in person, by telephone or on-line. | 37 | 55 | 92 |
| 6. I found grading by instructors somewhat harsh and unfair. | 11 | 13 | 24 |
| 7. Overall, I believe the education I received at La Verne was worthwhile. | 41 | 46 | 87 |
| 8. Faculty provided me with timely feedback about my academic work. | 41 | 46 | 87 |
| 9. The instructors were competent about the subject in which they were teaching. | 38 | 55 | 93 |
| Campus Support Services | | | |
| 10. I found my academic advisor to be accessible/approachable. | 43 | 37 | 90 |
| 11. I found my academic advisor to be knowledgeable about procedures and requirements. | 42 | 39 | 81 |
| 12. My academic advisor helped me set academic goals. | 36 | 38 | 74 |
| 13. Financial aid personnel were helpful. | 45 | 33 | 78 |
| 14. Student account personnel were helpful. | 58 | 31 | 89 |
| 15. Registrar's office personnel were helpful in addressing my issues. | 48 | 36 | 84 |
| 16. The registration process was user-friendly. | 53 | 35 | 88 |
| 17. Residence hall staff were helpful. | 45 | 39 | 84 |
| 18. Student life staff were helpful. | 51 | 37 | 88 |
| 19. Admissions officers were responsive to my needs. | 48 | 37 | 85 |
| 20. The library staff was helpful. | 46 | 48 | 94 |
| 21. I received adequate help from student health services. | 43 | 38 | 81 |
| 22. I received adequate help from counseling services. | 40 | 38 | 78 |
| 23. I received adequate computer and technical support. | 51 | 35 | 86 |
| 24. I was satisfied how my grievances were addressed. | 36 | 22 | 58 |
| 25. I received my financial aid awards in a timely manner that helps me with my planning. | 52 | 32 | 84 |
| Learning Environment | | | |
| 26. Facilities at La Verne met my expectations. | 53 | 35 | 88 |
| 27. I felt uncomfortable at La Verne because of my racial/ethnic or religious background. | 13 | 14 | 27 |
| 28. I received the individualized attention I expected. | 43 | 36 | 79 |
| 29. Attending La Verne was convenient for me in terms of location, scheduling, etc. | 43 | 42 | 85 |

- Non-returning students found their **academic advisors** to be accessible (90%), knowledgeable about procedures (81%), and helpful in setting goals (74%). They found the **registrar's** personnel (84%) helpful, and the **registration process** to be user-friendly (88%). Also, they found **financial aid** (78%) and **student account** (89%) personnel to be helpful, and said they received **financial aid** information in a timely manner for planning (84%). They also found **admission officers** responsive to their needs (85%).
- Concerning the **learning environment**, they indicated that facilities met their expectations (88%), received **individualized** attention they expected (79%), and found the **location** and **scheduling** convenient (85%).
- About 80% to 90% found helpful the services they used provided by the staff of the **library** (94%), **residence halls** (84%), **student life** (88%), **health** services (81%), **counseling** services (78%), and computer and **technical support** services (86%).

Challenges

- About one out of five (24%) found the **instructor grading** to be somewhat harsh and unfair.
- Only about six out of ten (58%) were satisfied with how their grievances were addressed.
- About one out of four (27%) non-returning students reported having felt uncomfortable because of their racial/ethnic or religious background.

Altogether, 72% of the respondents made comments under the open-ended question regarding **barriers or difficulties** encountered while at La Verne. The unedited comments are presented in Appendix D, broken down by **campus**. The responses are further broken down in Appendix E by different **Regional Campuses**. Taking into consideration all of the comments the following six major themes emerged:

1. Financial Hardships
2. Personal reasons
3. Tuition cost
4. Professors
5. Nothing to do with ULV
6. Scheduling of classes

C. Campus Support and Climate by Campuses

Table 4 in Appendix C summarizes the responses of non-returning students to the support and climate questions by campus. Nine respondents did not identify their campus. There were 48 who identified the Main Campus as their campus (including traditional age first-time freshmen, transfers, and others), 57 identified an RCA location away from the Main Campus, 17 indicated CAPA as their campus, and 8 identified being on-line students. Because of small sample sized CAPA and on-line students were combined, where 68% were CAPA. This is not ideal but provides a separate

perspective. The responses of CAPA and on-line non-returning students to the open-ended question on barriers and difficulties are separated in Appendix D, and should be consulted for differences. Appendix E also groups the comments by Main Campus and combined RCA locations. Appendix E breaks down the comments by different regional campuses. The responses of the three campus groups were very similar to each other as well as to the responses of the total sample. However, there were few exceptions:

- Fewer of the RCA non-return students (71%) than the Main Campus (88%) and CAPA/On-line (91%) students indicated that their **academic advisors** were accessible and knowledgeable.
- Fewer RCA students (66%) reported their academic advisors helped them set **academic goals** than Main Campus (86%) and CAPA/on-line (86%) groups. This may be the case partially because they come in with already clear set goals.
- Fewer RCA student (43%) reported receiving adequate **computer and technical support** than Main Campus (90%) and CAPA/On-line (94%) groups.
- There were noticeable differences in feeling uncomfortable because of **racial/ethnic or religious background** where relatively fewer Main Campus (24%) and CAPA/On-line (15%) students reported feeling uncomfortable than RCA (34%) students.
- Relatively fewer CAPA/On-line (55%) students were satisfied with how their **grievances** were addressed than Main Campus (79%) and RCA (84%) groups.

D. Campus Support and Climate by Degree Levels

Table 5 in Appendix F summarizes the responses of non-returning students from different degree levels: Undergraduate (n = 84), Master (n = 46), and Doctoral (n = 22). There were only four responses from non-returning law student who were not included in the analyses.

The pattern of responses by non-returning undergraduate and master students were very comparable to the responses of the total sample. However, the responses of the non-returning doctoral students varied noticeably from the responses of the total sample and from the other degree levels. They tended to be generally less satisfied than the other groups where there were differences.

- Relatively fewer doctoral (72%) students were satisfied with instructor **teaching techniques** than master (93%) and undergraduate (91%) students.
- Relatively fewer doctoral (82%) students found **instructors approachable** than master (95%) and undergraduate (93%) students.

- Relatively more doctoral (43%) students found instructor grading somewhat **harsh and unfair** than master (29%) and undergraduate (14%) students.
- Relatively fewer doctoral (66%) students found the education they received at La Verne **worthwhile** than master (88%) and undergraduate (91%) students.
- Adequacy of **computer and technical support** was endorsed least by doctoral (76%) students followed by master (84%) and undergraduate (93%) students.
- Satisfaction with having **grievances** addressed was endorsed least by doctoral (45%) students followed by master (56%) and undergraduate (66%) students.
- Relatively higher numbers of master (34%) students have felt uncomfortable because of **racial/ethnic or religious** background compared to doctoral (27%) and undergraduate (20%) students.
- Relatively fewer doctoral (57%) students indicated they received the **individualized attention** they expected than master (79%) and undergraduate (85%) students.

E. Campus Support and Climate by Ethnic and Racial Groups

Table 6 in Appendix G summarizes the responses of three different ethnic and racial groups: Hispanic (n = 44), African American (n = 19), and White (n = 65). The pattern of responses by the three groups was comparable to the overall sample in terms of areas of strengths and challenges. In all three groups there was a general satisfaction with courses, faculty, advisors, and support services they have received.

- The areas of challenge in all three groups were similar in terms of satisfaction with how grievances were addressed, with noticeably fewer Hispanic students (44%) expressing satisfaction than White (64%) and African American (61%) students.
- About one in four in all three groups reported being uncomfortable because of their ethnic, racial or religious background: Hispanic 28%, African American 30%, and White 25%.

There were several noticeable differences between the groups even though they generally represented strength areas:

- Relatively fewer Hispanic (78%) students found student account personnel helpful than African American (100%) and White (94%) students.
- Relatively fewer Hispanic (80%) and White (84%) students found Registrar's personnel helpful than African American (100%) students.

- Relatively fewer Hispanic (74%) and African American (75%) students reported receiving adequate help from student health services than White (93%) students.
- Relatively fewer African American (60%) students reported receiving adequate help from counseling services than Hispanic (82%) and White (89%) students.
- Relatively fewer African American (69%) students reported receiving the individualized attention they expected than Hispanic (85%) and White (82%) students.

Action Recommendations

- Maintain contact with non-returning students since a substantial number indicate plans to return.
- Encourage all student to consult with some support personnel if they contemplate not returning.
- Provide multicultural sensitivity training for all groups of staff and instructors to promote more sensitivity toward the needs of students from all different ethnic and racial groups.
- Re-evaluate grievance procedures for all degree levels and campuses.
- Encourage instructors to make grading criteria very explicit, especially in the doctoral programs, and evaluate their grading strategy to determine if they are unusually harsh and/or unfair.
- Doctoral programs should examine the individualized attention they try to provide their students.

Appendix A

Exit Survey of Non-Returning Students

SURVEY of NON-REGISTERED STUDENTS

The University of La Verne is conducting a survey of students who did not register in the past year/term. We would like to use the information to improve our teaching and services. Your responses will be confidential and used only in summary form. This survey is voluntary. If you have questions regarding this survey, please contact Yingxia Cao, Director of Institutional Research, at 909-593-3511 ext. 4235 or ycao@laverne.edu.

Demographic information

1. Gender

- q *Male*
- q Female
- q Other

2. Are you non-resident alien?

- q Yes
- q No

If the answer to Q2 is "No" 2a. Are you Hispanic/Latino?

- q Yes
- q No

If Question 2a is "No" for "Hispanic/Latino". 2b. What is your race/ethnicity (select one or more races)?

- q American Indian or Alaska Native
- q Black or African American
- q White

- q Asian
- q Native Hawaiian or Other Pacific Islander
- q Other

3. What was your level of study at La Verne?

- q Undergraduate
- q Master
- q Doctoral
- q Law

If the answer to Q2 is "No"3a. What was your campus at La Verne?

- q Main Campus at the City of La Verne
- q CAPA
- q La Verne Online
- q Other

If the answer to Q5 is undergraduate and Q6 is main campus3b. What was your status when you entered La Verne?

- q As a first-time freshman
- q As a transfer student

If the answer to Q3a is "Other Campus"3b. Which regional campus were you at?

- q Central Coast Campus
- q High Desert Campus in Victorville
- q Inland Empire Campus
- q Kern County Campus
- q Orange County Campus
- q Point Mugu Campus
- q San Fernando Valley Campus
- q Statewide Education Program (Off-campus credential and graduate programs)
- q Vandenberg Campus
- q Ventura County Campus

4. At time of entry, University of La Verne was your

- q First Choice
- q Second Choice
- q Third Choice
- q Other

If the choice is other 4a. Please specify:

If the choice is other 4b. What was your last major at La Verne?

5. Mark all the personnel you sought advice from before making the decision not to return to La Verne:

- q Academic advisors
- q Faculty other than academic advisor
- q Program or department chair
- q Regional Campus Director
- q Registrar
- q Financial Aid staff
- q Learning Enhancement Center counselor
- q Resident Advisor
- q Student Life staff
- q Did not consult any of the above
- q Other

If the choice is other 5a. Please specify:

Section B: Campus Climate

Please indicate the degree to which you agree or disagree with each of the following

Course Design

| | <i>Disagree Strongly</i> | <i>Disagree</i> | <i>Agree</i> | <i>Agree Strongly</i> | <i>NA/Not Applicabl e</i> |
|---|------------------------------|-----------------|--------------|---------------------------|-----------------------------------|
| 1. I found the course assignments interesting and motivating. | q | q | q | q | q |
| 2. I was satisfied with the use of technology in the courses. | q | q | q | q | q |
| 3. The selection of courses met my needs. | q | q | q | q | q |

Faculty

| | <i>Disagree Strongly</i> | <i>Disagree</i> | <i>Agree</i> | <i>Agree Strongly</i> | <i>NA/Not Applicabl e</i> |
|--|------------------------------|-----------------|--------------|---------------------------|-----------------------------------|
| 4. The instructors teaching techniques helped me learn the subject matter of the courses I took. | q | q | q | q | q |
| 5. The instructors were accessible/approachable, either in person, by telephone or on-line. | q | q | q | q | q |
| 6. I found grading by instructors somewhat harsh and unfair. | q | q | q | q | q |
| 7. Overall, I believe the education I received at La Verne was worthwhile. | q | q | q | q | q |
| 8. Faculty provided me with timely feedback about my academic work. | q | q | q | q | q |
| 9. The instructors were competent about the subject in which they were teaching. | q | q | q | q | q |

Campus Support Services

| | <i>Disagree Strongly</i> | <i>Disagree</i> | <i>Agree</i> | <i>Agree Strongly</i> | <i>NA/Not Applicabl e</i> |
|--|------------------------------|-----------------|--------------|---------------------------|-----------------------------------|
| 10. I found my academic advisor to be accessible/approachable. | q | q | q | q | q |

| | | | | | |
|--|---|---|---|---|---|
| 11. I found my academic advisor to be knowledgeable about procedures and requirements. | q | q | q | q | q |
| 12. My academic advisor helped me set academic goals. | q | q | q | q | q |
| 13. Financial Aid personnel were helpful. | q | q | q | q | q |
| 14. Student account personnel were helpful. | q | q | q | q | q |
| 15. Registrar's Office personnel were helpful in addressing my issues. | q | q | q | q | q |
| 16. The registration process was user-friendly. | q | q | q | q | q |
| 17. Residence Hall staff were helpful. | q | q | q | q | q |
| 18. Student Life staff were helpful. | q | q | q | q | q |
| 19. Admissions officers were responsive to my needs. | q | q | q | q | q |
| 20. The Library staff was helpful. | q | q | q | q | q |
| 21. I received adequate help from Student Health Services. | q | q | q | q | q |
| 22. I received adequate help from Counseling Services. | q | q | q | q | q |
| 23. I received adequate computer and technical support. | q | q | q | q | q |
| 24. I was satisfied how my grievances were addressed. | q | q | q | q | q |
| 25. I received my financial aid awards in a timely manner that helped me with my planning. | q | q | q | q | q |

Learning Environment

| | <i>Disagree Strongly</i> | <i>Disagree</i> | <i>Agree</i> | <i>Agree Strongly</i> | <i>NA/Not Applicable</i> |
|---|--------------------------|-----------------|--------------|-----------------------|--------------------------|
| 26. Facilities at La Verne (e.g. computers, library, classrooms) met my expectations. | q | q | q | q | q |

- 27. I felt uncomfortable at La Verne because of my racial/ethnic or religious background.
- 28. I received the individualized attention I expected.
- 29. Attending La Verne was convenient for me in terms of location, scheduling, etc.

Section C: Reasons for Non-Returning

30. Why did you choose not to continue enrolling at La Verne? Please select all the reasons that apply

- Health problems
- Cannot afford tuition-not enough financial aid/loans
- Family care obligations
- Academic difficulties-grades
- Transfer to a better known school
- Major not available
- Work commitments
- Military service
- Other

Please specify _____

31. Please mark all your plans that apply, if any:

- Concentrate on work
- Return to La Verne after a while
- Look for work

q Study at another institution

q Other

Please _____
specify _____

If Study at another institution31a. What institution do you or will study at, if known:

32. While at La Verne, what barriers or difficulties did you encounter?

Appendix B

Comments under: Q30 - Other reasons for not returning; Q31 - Future plans; and Q31a – Other institutions intend to attend.

Question 30 - other reasons for not returning

Main Themes:

- Monetary
- Family obligations
- Bad experience at ULV
- Course availability
- Professors

All Comments:

- I did all the classes, but your system says I have to registrar for each, I did not, I just followed the classes as they were laid out, now I have to pay over \$5,000 in various fees to get my Masters Degree.... I hate that
- I didn't feel that education level was or met my expectations.
- I transferred out to a law school in Northern California.
- The chair of my dissertation committee was not helpful. I would email questions and not get a response. I would mail in chapters along with questions and all I would get in response was "good, keep going". I feel her mouth said she wanted me to be successful but her actions didn't.
- I lost my job in Feb. and no longer had tuition reimbursement benefits.
- I have a bal. of \$800.00 that I have not been able to paid. As of last Aug. 2009 I had to go to El Pso every other month for my mother's treatment, she is a cancer patient. I did re-apply for financial aid and I do want to go back, I do need to find out how I can pay the balance in payments.
- I was done with coursework
- I was disappointed with how rude some of the faculty were when I came to campus for my week long intensive. The program has too much of an eastern religious philosophy which contradicates my personal belief system. Some of the course work was too subjective as was the grading of papers and busy work. The program lacked an academic focus.
- Chair was non communicative for extended periods.
- I have bad experience at ULV becaus professors ack like they are the only profess that other schools don't have. They are not ack on student best interest. They ack like student go ULV free no tuition.
- Finished program
- I was dissatisfied with the way LaVerne dealt with an unskilled professor. I was also unhappy with LaVerne's inability to time classes for my masters.
- depression anxiety confusion severe pain in joints and bones migraine headaches stress

- My appeal was filed incorrectly by a counselor twice and then denied. i had only attended one week of school on a late registration before a bus accident rendered me immobile an unable to take the classes I so loved already. I would love to come back to school but I do not deserve fails and penalties for being injured. I did preent doctors proof at the time of appeal and still they were hard nosed about deadlines that were impossible for me to meet. Please let me know what I may do to start out fresh and come to school please and thank you. T. Jameelah Koehler
- Relocation to Northern California
- Relocation to Northern California
- Only need to complete an IP course
- change in graduation requirements. some classes not available and facing financial hardship. Would like to continue for Masters
- completed credential
- I plan to return in the fall of 2010. Waiting for work reimbursement.
- no credit toward masters only program (MAeD)
- Class offered is only online
- I felt there was bias in the Doctoral Program, there was no consistency in the grading of papers. If you were chosen as a second language learner every paper seemed not to be at doctoral level work. The funny part of it no support was given when student asked for the help and how to improved they were told "Second Language learners do not make it through this program." Very discouraging. I thought educators are there to encourage you and support you to do your best. This was very disappointing to me because I did not experience this at the Master's level or Bachelor's level. It is sad that an institution of this caliber would allowed faculty to treat students that way.
- Not a large selection of classes for CAPA students
- I only have electives left and have to take them at a community college.
- finished program
- I currently owe money for the last class I took because my employer denied my request for tuition reimbursement.
- Financially I ran out of funding and could not get student loans to finish my dissertation
- I was not able to get timely feedback from the instructors.
- Received my teaching credential and got a teaching job; will return when time permits for my masters.
- Needed: Special Education Moderate to Severe/ At Kern County Campus
- I am completely burned out at the time.
- Completed studies
- finished with my 2nd level on my special ed credential.
- i received a letter from the capa office, letting me go from the school because of the c- i received in one of the last classes i took fall of 2008. i was registered to take my last classes in spring so as to graduate, with a B.A degree. so i was left without recourse after speaking to my academic advisor about the letter.so i gave up hope on ever finishing school.
- Fellow students did not care about excelling in the courses and did not participate in group activities. In addition, the classrooms were way to small for the number of students, which made the learning atmosphere very poor.

- I am not interested in pursuing a doctorate degree.
- I had some setbacks with family, and I have a couple classes left to finish for the GERO degree, but I will only be able to take the courses on Saturdays only due to heavy traffic during the week. It would be good if the GERO program could be offered in other areas.
- I never left La Verne. I graduated and also earned my teacher's credential.
- I found that the instructors were not professional teachers and therefore did not address the subject matter of the books but drew more from their own life experiences. The last accounting class I took, I did not learn anything but how to run a dry cleaners.
- Death in family and sister with breast cancer
- I had continuing challenges with (butting heads) the financial department on issues that ULV was not confirmative to. There was a class that was covered by Navy TA and ULV was adamant that no payment had been made and I was responsible for repayment. This prompted a lock of my records and did not finish my degree. I am very dissatisfied with ULV in those regards!
- Money
- Complete with major and now working on general ed. requirements
- Conflicting schedule with another program.
- I have a tuition balance and cannot afford to pay it. But, I love LaVerne and recommend it for all my friends and family. I plan on returning to enroll in grad school in 1-2 years once my balance is clear.
- Long commute
- Received BA
- Didn't feel I had enough staff support to help me accomplish my goals and lost interest in the program
- It is hard finding work teaching in elementary education! I am still paying for my schooling and can't add on anymore debt.
- Academic Disqualification
- Lost my job.
- The tuition is too high and the education and the issues I was having at the school is not worth going. After requesting the classes I needed to graduate they were not offered and I even tried to go to other locations and the class would be cancelled.
- I am being transferred to Pearl Harbor, Hawaii and I prefer face to face class with professors. Online courses aren't the best way for me.
- I am doing an ongoing independent study which is still moving forward.
- problems with financial aid and now I am under collections and still need to return to school to complete and won't be able to attend until off of collections even though I am making timely payments.
- returning this fall
- The commute was too far. Classes not available at Irvine campus. Grade received due to failure to obtain paperwork in time.
- The class I need to take is only offered on line (College Writing)
- I attended Pacific Oaks in Pasadena to receive my BA, General Ed Credential and 1st level of my Education Specialist credential. I changed my job to the Ontario-Montclair school district. I researched the colleges in that area. I heard from various friends regarding very good references about ULV. I attended ULV to satisfied my 2nd level of the Education Specialist Credential.

- Unemployment
- Would like to return to continue education but unable to qualify for financial aid.
- My financial aid came in late and the University would not allow me to sign up for my next class which would have allowed my financial aid to cover the last class. It has been difficult coming up with the money to cover the class.
- Graduated in 06
- Unable to get courses I needed at the Moorpark location which was the reason why I decided to attend LaVerne.
- I'm actually trying to finish my 2 projects and get this over with. I do NOT want to work with my final project advisor. I did not "enjoy" any correspondence with her. Besides, she is in southern CA while I am in the north.
- Completed my degree and programs.
- Unresolved issues with Program Chair/Academic advisor
- I graduated from La Verne, but finished my last semester at the University of Missouri-Kansas City due to family needs.
- I was told the last day possible that my work from the course was unsatisfactory and I would not be permitted to return. I was told this by one professor and the others did not agree. However, no one would contradict Dr. Carol Roberts even though they told me she was wrong.
- I thought I had finished my degree and after walking in graduation found out I was still missing a course, it seemed smarter to take the 3 unit class at a community college.
- I am actually taking the GE classes at Citrus and will transfer those units back. I did take the last semester off due to work issues, but expect to register at La Verne in the near future.
- I did not know that I did not get my degree. I was not informed until I called to ask if it had been mailed.
- completed course work at a community college, less expensive and didn't need to take out additional student loans
- Advisors promoted the idea that it was important for us to assist our fellow students in completing their work. Advisors thought that cheating (students having their papers edited and rewritten by others) was acceptable.
- finished courses waiting for grad decision on lower division courses my counselor does not seem to be able to get a response from a dean or somebody
- Wanted to save some money so I took a year at a community college.
- Felt my master's degree was limited and I was stuck in many MFT emphasized courses rather than specific to academic counseling/higher ed.
- moved from area
- Moved Orange County Campus
- finished degree
- Completing my General Education requirements at a different school so I can graduate from La Verne.
- The attitudes displayed by faculty at times were harsh and the curriculum was lacking in academic scholarship. The first year felt like a weird spiritual retreat with lots of eastern philosophy, meditation, chanting, crazy laughter, etc.
- Since I'm not working I can't afford tuition; but when I get work I plan on finishing.
- Accepted into Masters program at Harvard Graduate School of Education.

- Completed all my courses. I need 2 general classes to graduate. I was not properly guided. Unorganized. Math instructor was the worse.
- Wanted to be back in Washington state
- Only one class left, a GE so paying for one class is more worth going paying for it at La Verne
- I graduated and was working on my senior seminar project.
- I felt that I was treated very unfairly by my academic advisor and several of my teacher. After completing my B.A. and my preliminary credential I looked for another university. Not all of my teachers were unsatisfactory, I did have many that were very supportive. I also had a problem with an instructor and I drove several hours to see the dean of students; I was treated very baldly by this person.
- I learned that my Year one re-work was not accepted on the 1st day of my Year 3 after spending a full week of vacation and attending a Year Two closing practicum. Dr. Bill Bearley let me walk in the classroom and be embarrassed in front of all of my colleagues. 2) Treatment of staff with the exception of My year two leader Sheri. 3) The schedule wasn't compatible with a business person. It worked around teachers schedules 4) I was one of 3 business people in the course and it felt like it! No one could really relate to me and vice versa
- Special Education classes only offered in Bakersfield

Question 31 - other future plans

Main Themes:

- Will be returning in the future
- Going to other university/program
- Career plans change

All Comments:

- only if I can get another chair
- I am working as a consultant on a 6 month contract. There is the possibility of being hired permanently.
- I want to return in the fall
- I am not sure I'll go back to ULV
- continue medical agenda
- School that will accept dissertation proposal.
- Will find another institution in Northern California
- Will apply at another institution in Northern California
- Need to take College Writing before i go back to La Verne
- I am already attending another Doctoral level University
- unsure
- Pay for my degree to be conferred.

- gave up
- Will use in the future
- Unknown at this time. Lost the interest.
- If admitted, return fall 2010
- Finish masters degree
- not sure
- If the class I need to take will be offered in the campus
- Finish Master's Degree Thesis
- I would like to pursue a Tier 1 certificate
- Return to ULV if I can ever afford it in the future.
- Receive Degree
- have started a small business
- work to pay tuition
- Alliant international university
- to graduate
- I'm enrolled in another University and WILL complete my doctorate, never referring anyone to the Ed.D program at Laverne

Question 31 - other institution you will study at

- Monterey College of Law
- SJSU
- MST
- Alliant International University
- unknown
- UNM or UCSB or Cal Poly, SLO
- COLUMBIA UNIVERSITY
- LA Mission College
- Point Loma/ Bakersfield
- Chaffey College
- not sure
- California State University Bakersfield
- University of Missouri Kansas City
- Pepperdine University School of Law

- St. Mary's College of California
- Cal Poly
- college of the desert
- N/A
- University of Colorado at Denver
- CSUB
- alliant international university
- Washington State University
- I am now attending Point Loma of Nazarene
- CSUF

Appendix C

Table 4: Support and Climate Responses by Campus

Table 4. Responses of Non-Returning Students from different campuses (N=130)

| Item | Main Campus (N=48) | | | Campus CAPA & Online (N=25) (N=18) (N=7) | | | RCA (N=57) | | |
|--|--------------------|-------------------|-------|--|------------------------|-------|------------|-------------------|-------|
| | Agree Agree | Strongly Agree | Total | Agree | Strongly Agree % | Total | Agree | Strongly Agree | Total |
| Course Design | | | | | | | | | |
| 1. I found the course assignments interesting and motivating. | 39 | 44 | 83 | 36 | 55 | 91 | 36 | 55 | 91 |
| 2. I was satisfied with the use of technology in the courses. | 46 | 44 | 90 | 36 | 60 | 96 | 47 | 39 | 86 |
| 3. The selection of courses met my needs. | 44 | 41 | 85 | 28 | 56 | 84 | 42 | 44 | 86 |
| Faculty | | | | | | | | | |
| 4. The instructors teaching techniques helped me learn the subject matter of the courses I took. | 38 | 51 | 86 | 29 | 71 | 100 | 42 | 49 | 91 |
| 5. The instructors were accessible/approachable, either in person, by telephone or on-line. | 34 | 62 | 96 | 24 | 64 | 88 | 49 | 45 | 94 |
| 6. I found grading by instructors somewhat harsh and unfair. | 11 | 11 | 22 | 4 | 4 | 8 | 11 | 11 | 22 |
| 7. Overall, I believe the education I received at La Verne was worthwhile. | 41 | 46 | 85 | 44 | 56 | 100 | 49 | 40 | 89 |
| 8. Faculty provided me with timely feedback about my academic work. | 44 | 46 | 90 | 25 | 58 | 83 | 51 | 40 | 91 |
| 9. The instructors were competent about the subject in which they were teaching. | 40 | 53 | 93 | 36 | 60 | 96 | 42 | 51 | 93 |
| Campus Support Services | | | | | | | | | |
| 10. I found my academic advisor to be accessible/approachable. | 46 | 42 | 88 | 27 | 64 | 91 | 46 | 25 | 71 |
| 11. I found my academic advisor to be knowledgeable about procedures and requirements. | 45 | 43 | 88 | 32 | 59 | 91 | 46 | 25 | 71 |
| 12. My academic advisor helped me set academic goals. | 43 | 43 | 86 | 24 | 62 | 86 | 40 | 26 | 66 |
| 13. Financial aid personnel were helpful. | 54 | 31 | 85 | 29 | 47 | 76 | 50 | 19 | 69 |
| 14. Student account personnel were helpful. | 64 | 28 | 92 | 47 | 47 | 94 | 67 | 19 | 86 |
| 15. Registrar's office personnel were helpful in addressing my issues. | 55 | 33 | 88 | 32 | 58 | 90 | 55 | 23 | 78 |
| 16. The registration process was user-friendly. | 62 | 33 | 95 | 46 | 46 | 92 | 55 | 30 | 85 |
| 17. Residence hall staff were helpful. | 54 | 37 | 91 | 29 | 57 | 86 | 50 | 30 | 80 |
| 18. Student life staff were helpful. | 61 | 30 | 91 | 0 | 100 | 100 | 64 | 27 | 91 |
| 19. Admissions officers were responsive to my needs. | 45 | 42 | 87 | 42 | 53 | 95 | 57 | 20 | 77 |
| 20. The library staff was helpful. | 47 | 44 | 91 | 35 | 59 | 94 | 55 | 40 | 95 |
| 21. I received adequate help from student health services. | 48 | 33 | 81 | 0 | 75 | 75 | 56 | 17 | 73 |
| 22. I received adequate help from counseling services. | 54 | 33 | 87 | 0 | 78 | 78 | 66 | 21 | 87 |
| 23. I received adequate computer and technical support. | 58 | 32 | 90 | 35 | 59 | 94 | 30 | 13 | 43 |
| 24. I was satisfied how my grievances were addressed. | 48 | 31 | 79 | 46 | 9 | 55 | 67 | 17 | 84 |
| 25. I received my financial aid awards in a timely | 51 | 32 | 83 | 47 | 27 | 74 | 59 | 24 | 83 |

manner that helps me with my planning.

Learning Environment

| | | | | | | | | | |
|---|----|----|----|----|----|-----|----|----|----|
| 26. Facilities at La Verne met my expectations. | 51 | 34 | 85 | 39 | 61 | 100 | 58 | 25 | 83 |
| 27. I felt uncomfortable at La Verne because of my racial/ethnic or religious background. | 13 | 11 | 24 | 5 | 10 | 15 | 21 | 13 | 34 |
| 28. I received the individualized attention I expected. | 43 | 43 | 86 | 32 | 50 | 82 | 58 | 22 | 80 |
| 29. Attending La Verne was convenient for me in terms of location, scheduling, etc. | 44 | 39 | 83 | 38 | 50 | 88 | 51 | 43 | 94 |

Appendix D

Qualitative Responses by Campus

Q32: While at La Verne, what barriers or difficulties did you encounter?

Campus Location Qualitative Comments (Main Campus, CAPA, Online, & Other)

Q 32. While at La Verne, what barriers or difficulties did you encounter?

Combined Main themes (extracted from the total sample of 161 participants)

7. Financial Hardships
8. Personal reasons
9. Tuition cost
10. Professors
11. Nothing to do with ULV
12. Scheduling of classes

Main Campus (N=48)

All Comments

- None, i didn't care for the political environment that experienced at that of LaVerne.
- I was never scheduled or had a academic counselor assigned.
- SCHOOL LIFE WOULD BE BETTER IF THERE'RE OPPORTUNITIES TO MEET OTHER LOCAL STUDENTS AND SEMINARS OF OCCUPATIONAL OPPORTUNITIES IN THIS COUNTRY.
- I did not encounter any difficulties, I do intend to continue and graduate.
- None
- sudden and absolute loss of concentration and extreme anxiety
- Only financial difficulties. Although I am receiving relatively the same amount of financial aid as when I first enrolled in laverne, because of the tuition increases since 2005 I have not been able to afford to finish my last year at the university.
- Not enough parking and the inability to submit payments using a visa credit card.
- None
- None
- None
- only the expense

- I believe my own self-doubts prevented me from accomplishing my goals at LaVerne. I felt I took a lot longer than other students and felt every time I was close to finishing, something else would prevent me from completing my education. The professors were extremely helpful and understanding. I truly owe them very much for all the help they gave me. I do plan to return to LaVern as soon as I pay some debt and save money to continue at LaVerne.
- My main difficulty was during the last semester there. My financial situation changed and the university was relatively inflexible about helping me with my tuition. Also, my adviser would get confused with the graduation requirements and would often make mistakes when helping me make a schedule. I would like a free copy of my official transcripts for filling out this survey. I can be reached at (909)319-707 and my mailing address is: 9059 Citation ct. Alta Loma, Ca 91737. Thank you, John Duggar
- None
- 1. An Uncaring professor who complained about the amount of classes she was teaching in addition to her "regular" job. 2. Class size: atrocious Complaints about class size: ignored by the program chair 3. Non-English speaking students overwhelming the classes; they could not participate in the assignments and did not seem to be graded equally. 4. ULV needs to stop growing until it builds accommodations for teaching them.
- I completed the BS degree in Health Services Management, and this degree was available through other satellite campuses, but for the MS degree, I have had issues as far as the main campus being the only location for the Gerontology degree. I know the university has to have enough teachers and so forth. Last year I had some health issues, and then personal family care obligations, so I could not attend. I have an incomplete an a course, and I need to turn in a term paper. Due to the incomplete, I was placed on academic probation, and my financial aid was sent in Spring 2009 from Sallie Mae, but sent back, so I have to take care of the balance, before I can return. I am hoping to return for the summer 2010 session, a course starting on 6/12. I have applied for funding through Sallie Mae again. I wanted to attend last summer for a Core class I needed, however, the class was cancelled, because there was not enough students for the course. Overall, University of La Verne is a great school, and I have learned a wealth of information from several professors. I have recommended others to this university because of the professionalism among the professors.
- English as a second language, financial issues.
- I need more help finding a job!
- None
- It would be helpful to receive an email about registration periods. I am not sure how this works in terms of Independent study courses. My advisor will be meeting with me soon so I am not needing support at this time.
- I would have preferred instructors who shared my philosophical beliefs. I had assumed ULV was a Christian university when I enrolled. While I have not always agreed with the viewpoints taught, my instructors were respectful of our differences and expressed appreciation for our after class discussions.
- none

- Old desks only appropriate for small children, small classrooms (crowded conditions), lack of parking, class schedule not announced or posted online, registration deadlines/important dates not publicized, classes already full by the time of registration, not enough connection with outside community agencies in order to help with fieldwork requirements.
- None
- Absolutely NONE
- i wish at La Verne i would have had more enthusiastic teachers that made the class more fun and worth giving my attention to. the classes at la verne were not that much smaller than Mt.sac's in my opinion...i hope La Verne gives academic renewal
- I sometimes found some of the administration staff un-helpful and un-caring. I had to go to the office of the president in order to finally get my issues addressed and solved. I found no barriers racially or because of my sex.
- i thought it was too expensive for so little that we got offer.
- I could not take online classes offered by La Verne because I was a traditional undergrad student.
- I am completing this survey in order to receive a free official transcript.
- Financial difficulty, not able to reconcile tuition for courses that were not fully focused on academic counseling situations, scenarios, etc. I felt I was an MFT major rather than counseling major.
- I had an incredibly positive experience during my semester at La Verne. Dr. Nicoll was incredibly supportive and provided coursework and discussions that were challenging and intellectually stimulating. It was a pleasure to be a student at La Verne. I only stopped my enrollment due to another opportunity that arose.
- Paying for tuition and paying for dorms.
- My Academic Advisor advised me that pre-calculus was not necessary since I had done well in college algebra. I enrolled in calculus based on his advice, and was extremely unprepared to keep up in that course and had to drop it in order to avoid a failing grade. I later took pre-calculus, then earned a B+ in calculus (both at Washington State University).
- Which GE courses I needed to graduate were not always known to me. I ended up with more than enough credits to graduate, but still needed 2 GE courses to graduate. My advisor was more than helpful with all that I needed for my major, especially because it had to be altered for my concentration (Japanese). Currently, I still have the one GE to finish, but it is difficult to find the course because of high demand at Community colleges.
- the cost of attending the school. But i chose to come back because the education and the staff are great and i learned a lot at la verne my freshmen year
- Academic environment was great and easy for me to work in the only dilemmas I faced were some personal issues which led to my decision to transfer out of ULV. Tuition was also a factor which led to my decision.
- I did not face any difficulties. ULV was a great institution and I enjoyed my time there. Unfortunately I had personal problems that led to my decision to transfer out of the school. Financial circumstances also led to my decision.

CAPA students (N=17)

All Comments

- Stringent yet inhumane rules that do not benefit education in my case and a cruel discriminatory young woman in the law library staff. Everything else was wonderful. I loved all of my educators and classes and found the material easy for me yet challenging enough to inspire me.
- Absolutely none
- Absolutely none
- None. There is not a place for me to put all the nice things that I have to say about the University of LaVerne. All of the N/A's listed above are because I did not reach out to those services. Truth be told, I am truly looking forward to my return to the University of LaVerne and would not dream of any other options. Thanks.
- financial hardship. break in communication with staff at times. inflexibility regarding financial hardships. disconnect with campus life and activities.
- None. The experience was very fulfilling and I am hopeful that I can find the means to return and finish my undergraduate degree at La Verne. My advisor and Accounting Professor Claudio Munoz was always extremely positive and supportive and simply through his demeanor and attitude he truly inspired me to succeed at La Verne.
- No barriers, the experience was a very happy, pleasant one. I just ran into financial difficulties and an increased work load that changed my educational goals.
- time management. i am a mother and have a full time job.
- well, to begin with i was tested at citrus college and diagnosed with dyslexia. i had had a difficult time with math courses which was keeping me from graduating, so i was offered other courses in its place because of the way my mind breaks things down, i chose a 5 unit top computer course and passed. i came to la verne with this information and met with special needs office and was given opportunity for lengthier testing in a quiet environment, that was nice. but the issue is test taking. i dont recall names and terminology except when i hear it verbally. so any of the courses i've taken the grade i have received is a reflection of my tests, not class involvement or homework just testing brought grades down to c/c-, otherwise i would have been an 'A' student. even with explanation to instructors, advisors anyone concerned, it just didn't seem to matter, they seem to just grade and look at my grades in office as another number not considering my special needs or individuality, as they pride themselves with.
- During my first year of enrollment I had a horrible encounter with an instructor. I was not privy to the disciplinary action taken against the instructor; but, I was not completely happy with the way the situation was resolved. I ended enrollment and tried to attend another school. I later decided to give ULV another opportunity and was content with my decision. I realize you have to pick and choose your battles. In life we will be confronted with circumstances that we don't always agree with or like. However, you cannot allow it to stop you.
- None.

La Verne Online (N=8)

All Comments

- Online was not a particularly good experience. Conflicts/changes in requirements between Kern County location and online location. For example, speech was part of the communications class in Kern County, but the online class does not meet the speech requirement, and ULV will not accept the community college courses I have available here as a substitute - makes no sense if the communication class fulfilled this requirement. Similar issues with the Research class I completed in Bakersfield as a pre-rec to the Senior Seminar. Nothing I was told to do as prep in the Research class is acceptable to the online instructor. Just got tired of fighting the battles, when I work full-time. Ironic, since the reason I went to La Verne when I lived in Bakersfield was how friendly and workable it was for a working adult.
- None
- Not enough knowledge on Financial aid. Advisor was knowledgeable but did not offer any information regarding scholarships or grants.
- Was often frustrated with how long it took professors to respond to my inquiries/communications. Additionally, professors were not very timely in keeping me apprised of my class performance. Also, at times, homework/classwork/assignments were often inappropriate or overburdensome for 40+-year-old students who have family obligations, work full-time, and come to class with 20+ years of work experience. It was often too rote, too demeaning or too silly for mature adults.
- None.
- None. I enjoyed my classes and subjects.
- Professors/instructors seldom replied to inquiries or replied in a timely manner. Financial Aid personnel never responded to my inquiries regarding scholarships or grants.

Other Campus (N=57)

All Comments

- the courses were excellent, I came away with the information I needed to pursue the line of work intended.... However, one I got to Methods of Research, the instructor and his wife made it impossible to complete, your staff evaluated the situation, took my paperwork, now I still have to take the class over, and all the way in Burbank.... ain't gonna happen
- The only barriers I have encountered are financial and time issues with family obligations. Once I am able to afford the classes I will restart my enrollment and pursue my bachelors degree.
- I had a great experience attending La Verne.
- Have difficulty to get help from professor when have questions. Should teach student with real world experiences, not just in text book that some information did not exist in the real world. Should take care student differently due to their issue. Not all student have the same abilities, problems because some of them are single and other married. And more that I can't describe all

- I had a particularly useless and frustrating professor. As a group, we complained to our campus and to the main campus. We were pretty much given a pat on the head and sent on our way. Also, after I completed my credential, I had expected to continue in the masters program, and the campus I was at was unable to offer masters courses and was unable to determine when they might ever be able to offer classes. Once I stopped attending, I never heard from the campus again about any of the continued programs.
- Financial Aid
- I am still a student and will return to class once my business travel is complete. I am currently working in Venice, Italy but should be returning in July 2010. I plan to return to La Verne at that point. Thanks
- THE ONLY DIFFICULTIES I FACED WHILE ATTENDING LA VERNE WAS MY MILITARY OBLIGATIONS.
- The only issues I had were the way the classes were offered. Because of my very busy schedule I could not always take a class. Sometimes when I would be able to take one, there would be no class offered or available on a night or Saturday when I could take one. So it has taken me 16 years to complete my Bachelor's which will be completed after summer school August 1, 2010.
- The instructors came out to my location in Palm Desert at the Southern California Gas Company facility. Everything and everyone was great, especially Millie Spencer(She is awesome)and except one instructor, Pam Lombardo. Pam is a wacko and you should screen her out. Very opinionated and is absolutely non-committed to what she does.
- I turned in my final research paper on December 8, 2006. I received it back graded by the instructor in March of 2008. I made corrections and resubmitted in April 2008. I received it back for more corrections in May 2008. I thought it was a lost battle and let it sit until March 2009 when I began working on it again. I hired an editor in August 2009 and turned in the final paper on August 31, 2009. I was not told that I had to register for each semester of school and now owe the school \$2,370 which I do not have. Due to furloughs at work and my husband's choice to leave the family, I barely make my mortgage and cannot find the means to pay the tuition to receive my degree. I do not need to take any more classes. I just need to come up with \$2,370 to pay for and receive my degree.
- My time at La Verne was great! I loved my classes and staff. The environment at the Kern County extension was so inviting and warm I found it easy to ask questions. I was able to pass my CSET exams with ease due to the content I learned at La Verne. I wish Moderate to Severe Special Education was offered at La Verne so I could stay.
- Expensive...that's about it.
- I am a cardiac anesthesiologist practicing at Fountain Valley Regional Hospital for 22 years.(Completed my Medical school in India almost 32 years ago).In addition I am the Medical Director & President of the anesthesia Department. After submitting all the necessary paperwork that was requested by the school, classes started. Almost one and half month into the semester, academic adviser informed me that my medical school did not send the trascript and so I may not be able to continue the semester. I am disappointed to see that it took them almost 6 weeks to recognize the deficiencies in the paper work. It raised the question that an institution such as Laverne will allow some one to enter into a class with out having proper documents? What about the student who put in so much of her precious time and effort?? It shows clearly that your admission system needs some improvement.Finally at the request of my professor the provost made the decision to allow me to continue the semester. Recently, I was elected as the Chief of entire Medical Staf.This added responsibility has taken up my time.I would like to come back to U.Laverne some time in future, since the faculty and the curriculum is very good.

- Most of the teaching staff were not following the assigned text in their teaching. Most of the teaching staff taught more on their life experiences. The last instructor I had kept saying, "You won't get this kind of stuff in a text book." I found much of what he said was not from the text. Even the take home exams were not easy. I googled most of the questions to get answers and found that not even google could help. Before grading the final, he gave us at least 5 if not more of the answers because none of the class got the correct answers. I think most of my class mates were there to get their degree whether they learned anything for not. I was there to learn. I paid a lot but retained little if anything that I was taught unless I want to open a dry cleaners.
- The only barrier I have encountered is financing my degree. Other than that, I have had no other barriers. I found ULV to be everything I wanted. I learned so much and met many wonderful people. I plan to return as soon as a financial opportunity arises.
- See question #30!
- Finances
- Being able to complete homework assignments and study and read chapters while also keeping up a busy lifestyle and career. For this reason, I was only able to take one class at a time, and now I am piled with gen eds that need to be done before I can graduate.
- Hard to get a hold of advisors
- The last class that I attended I had a problem with my grade that the professor gave me. It was not just not me, it was half the class too. I did not agreed with the outcome I felt I deserved a higher grade but I accepted it because I do not have the time or money to take the class again. The students put in a complaint and it took 6 months to get resolved. Our grade was changed after many calls, visits to the school and emails. I certainly did not have time to do all this. I am very disappointed with the University, I thought that it was going to be a good experience because I love education. La Verne is a private school and I thought a good Univeristy however my experiences have not been good and the tuition keeps getting higher and the education and professors are not good nor supportive. I hope that this will change. I only have 3 classes to complete with the University of La Verne. If you know of a scholarship that I could apply for I would appreciate it very much. Thank you.
- My academic advisor was switched in the middle of my credential program and the new advisor was not as helpful and required new things therefore I was set back in the completion of the credential.
- It took almost two years to get a balance for a class I did not take removed from my account.
- Correspondence with final project advisor. It's my money and I don't want to work with her. I'd like to work with someone in my area that I can actually call or email.
- Overall my experience at La Verne was amazing. Due to some financial difficulties, it was hard for me to balance school and work. I now am in a better spot, and would love to finish at La Verne.
- None. The teachers and regional staff were helpful and friendly. The personal attention was well worth attending this campus.
- I will not attend a college that promotes cheating.
- communication and/or decisions from some dean or a person to accept my community college credits towards my degree i am still waiting since aug of 2009 to find out if i get my diploma or i have to take one more class i have called numerous times and i would appreciate a call or word as to what i need to do i would like to have my diploma thank you ron

- The Academic advisory was not ready to respond on time about requirements to graduate on time and to provide recommendations to attend specific classes to meet graduation requirements. Also I attended other institution to complete requirements because LA VERNE do not scheduled those specific classes.
- Price was indeed steep, I was minority and felt it.
- The difficulties I encounter mostly dealt with my kids and family members. I always recommend ULV to working students.
- The last math class that I took was tough, because of the instructor's teaching techniques. She insulted me the day of the final by telling me that I could have ADHD. She said "you'll be surprised what a pill can do". I thought I did okay in that class, but I struggled on the final. She gave me an "F" and I felt I deserved at least a letter "C" I told Katherine about the incident.
- The cost of tuition, the time classes were held.
- I felt that I was picked on because I was student who expressed my opinion and I asked for help several times from my academic advisor at the Kern County Campus and the Dean of Students from the University of La Verne and I received little to no help.
- Understanding what program I was enrolled in. In first speaking with my advisor I was clear that I was interested in special education with a secondary credential in English. I was enrolled in a secondary credential, not special education and therefore took classes that were unnecessary. I was also not made aware that the special ed credential classes were only offered in Bakersfield.

Appendix E

Qualitative Responses by Different Regional Campus Locations

Q32: While at La Verne, what barriers or difficulties did you encounter?

Qualitative Comments by different Regional Campuses

Question 32. While at La Verne, what barriers or difficulties did you encounter?

Combined Main themes (extracted from the total sample of 161 participants)

13. Financial Hardships
14. Personal reasons
15. Tuition cost
16. Professors
17. Nothing to do with ULV
18. Scheduling of classes

Central Coast Campus (N=5)

All Comments

- I had a great experience attending La Verne.
- I had a particularly useless and frustrating professor. As a group, we complained to our campus and to the main campus. We were pretty much given a pat on the head and sent on our way. Also, after I completed my credential, I had expected to continue in the masters program, and the campus I was at was unable to offer masters courses and was unable to determine when they might ever be able to offer classes. Once I stopped attending, I never heard from the campus again about any of the continued programs.
- Overall my experience at La Verne was amazing. Due to some financial difficulties, it was hard for me to balance school and work. I now am in a better spot, and would love to finish at La Verne.
- I will not attend a college that promotes cheating.
- Price was indeed steep, I was minority and felt it.

High Desert Campus in Victorville (N=2)

All Comments

- The last class that I attended I had a problem with my grade that the professor gave me. It was not just not me, it was half the class too. I did not agree with the outcome I felt I deserved a higher grade but I accepted it because I do not have the time or money to take the class again. The students put in a complaint and it took 6 months to get resolved. Our grade was changed after many calls, visits to the school and emails. I certainly did not have time to do all this. I am very disappointed with the University, I thought that it was going to be a good experience because I love education. La Verne is a private school and I thought a good University however my experiences have not been good and the tuition keeps getting higher and the education and professors are not good nor supportive. I hope that this will change. I only have 3 classes to complete with the University of La Verne. If you know of a scholarship that I could apply for I would appreciate it very much. Thank you.

Inland Empire Campus (N=10)

All Comments

- The only barriers I have encountered are financial and time issues with family obligations. Once I am able to afford the classes I will restart my enrollment and pursue my bachelors degree.
- The instructors came out to my location in Palm Desert at the Southern California Gas Company facility. Everything and everyone was great, especially Millie Spencer(She is awesome)and except one instructor, Pam Lombardo. Pam is a wacko and you should screen her out. Very opinionated and is absolutely non-committed to what she does.
- I turned in my final research paper on December 8, 2006. I received it back graded by the instructor in March of 2008. I made corrections and resubmitted in April 2008. I received it back for more corrections in May 2008. I thought it was a lost battle and let it sit until March 2009 when I began working on it again. I hired an editor in August 2009 and turned in the final paper on August 31, 2009. I was not told that I had to register for each semester of school and now owe the school \$2,370 which I do not have. Due to furloughs at work and my husband's choice to leave the family, I barely make my mortgage and cannot find the means to pay the tuition to receive my degree. I do not need to take any more classes. I just need to come up with \$2,370 to pay for and receive my degree.
- Most of the teaching staff were not following the assigned text in their teaching. Most of the teaching staff taught more on their life experiences. The last instructor I had kept saying, "You won't get this kind of stuff in a text book." I found much of what he said was not from the text. Even the take home exams were not easy. I googled most of the questions to get answers and found that not even google could help. Before grading the final, he gave us at least 5 if not more of the answers because none of the class got the correct answers. I think most of my class mates were there to get their degree whether they learned anything for not. I was there to learn. I paid a lot but retained little if anything that I was taught unless I want to open a dry cleaners.

- communication and/or decisions from some dean or a person to accept my community college credits towards my degree i am still waiting since aug of 2009 to find out if i get my diploma or i have to take one more class i have called numerous times and i would appreciate a call or word as to what i need to do i would like to have my diploma thank you ron
- The Academic advisory was not ready to responded on time about requirements to graduate on time and to provide recommendations to attend specific classes to meet graduation requirements. Also I attended other institution to complete requirements because LA VERNE do not scheduled those specific classes.

Kern County Campus (N=13)

All Comments

- My time at La Verne was great! I loved my classes and staff. The environment at the Kern County extension was so inviting and warm I found it easy to ask questions. I was able to pass my CSET exams with ease due to the content I learned at La Verne. I wish Moderate to Severe Special Education was offered at La Verne so I could stay.
- Expensive...that's about it.
- Finances
- Hard to get a hold of advisors
- My academic advisor was switched in the middle of my credential program and the new advisor was not as helpful and required new things therefore I was set back in the completion of the credential.
- None. The teachers and regional staff were helpful and friendly. The personal attention was well worth attending this campus.
- The last math class that I took was tough, because of the instructor's teaching techniques. She insulted me the day of the final by telling me that I could have ADHD. She said "you'll be surprised what a pill can do".I thought I did okay in that class, but I struggled on the final. She gave me an "F" and I felt I deserved at least a letter "C" I told katherine about the incident.
- I felt that I was picked on because I was student who expressed my opinion and I asked for help several times from my academic advisor at the Kern County Campus and the Dean of Students from the University of La Verne and I received little to no help.

Orange County Campus (N=8)

All Comments

- I felt that I was picked on because I was student who expressed my opinion and I asked for help several times from my academic advisor at the Kern County Campus and the Dean of Students from the University of La Verne and I received little to no help.

- Have difficulty to get help from professor when have questions. Should teach student with real world experiences, not just in textbook that some information did not exist in the real world. Should take care student differently due to their issue. Not all student have the same abilities, problems because some of them are single and other married. And more that I can't describe all
- I am still a student and will return to class once my business travel is complete. I am currently working in Venice, Italy but should be returning in July 2010. I plan to return to La Verne at that point. Thanks
- I am a cardiac anesthesiologist practicing at Fountain Valley Regional Hospital for 22 years.(Completed my Medical school in India almost 32 years ago).In addition I am the Medical Director & President of the anesthesia Department. After submitting all the necessary paperwork that was requested by the school, classes started. Almost one and half month into the semester, academic adviser informed me that my medical school did not send the transcript and so I may not be able to continue the semester. I am disappointed to see that it took them almost 6 weeks to recognize the deficiencies in the paper work. It raised the question that an institution such as Laverne will allow some one to enter into a class with out having proper documents? What about the student who put in so much of her precious time and effort?? It shows clearly that your admission system needs some improvement.Finally at the request of my professor the provost made the decision to allow me to continue the semester. Recently, I was elected as the Chief of entire Medical Staf.This added responsibility has taken up my time.I would like to come back to U.Laverne some time in future, since the faculty and the curriculum is very good.
- The only barrier I have encountered is financing my degree. Other than that, I have had no other barriers. I found ULV to be everything I wanted. I learned so much and met many wonderful people. I plan to return as soon as a financial opportunity arises.
- Being able to complete homework assignments and study and read chapters while also keeping up a busy lifestyle and career. For this reason, I was only able to take one class at a time, and now I am piled with gen eds that need to be done before I can graduate.

Point Mugu Campus (N=6)

All Comments

- THE ONLY DIFFICULTIES I FACED WHILE ATTENDING LA VERNE WAS MY MILITARY OBLIGATIONS.
- See question #30!

San Fernando Valley Campus (N=5)

All Comments

- Financial Aid

- The only issues I had were the way the classes were offered. Because of my very busy schedule I could not always take a class. Sometimes when I would be able to take one, there would be no class offered or available on a night or Saturday when I could take one. So it has taken me 16 years to complete my Bachelor's which will be completed after summer school August 1, 2010.

Statewide Education Program (N=3)

All Comments

- Correspondence with final project advisor. It's my money and I don't want to work with her. I'd like to work with someone in my area that I can actually call or email.
- The cost of tuition, the time classes were held.
- Understanding what program I was enrolled in. In first speaking with my advisor I was clear that I was interested in special education with a secondary credential in English. I was enrolled in a secondary credential, not special education and therefore took classes that were unnecessary. I was also not made aware that the special ed credential classes were only offered in Bakersfield.

Vandenberg Campus (N=1)

All Comments

No Comment

Ventura County Campus (N=2)

All Comments

- It took almost two years to get a balance for a class I did not take removed from my account. The difficulties I encounter mostly dealt with my kids and family members. I always recommend ULV to

Appendix F

Table 5: Comparison by Degree Level

Table 1. Responses of Non-returning students by different degree levels (N=112)

| Item | Undergraduate (N=44) | | | Grade Level Master (N=46) | | | Doctoral (N=22) | | |
|--|----------------------|-------------------|-------|------------------------------|-------------------|------------|-----------------|-------------------|-------|
| | Agree | Strongly Agree | Total | Agree | Strongly Agree | Total % | Agree | Strongly Agree | Total |
| Course Design | | | | | | | | | |
| 1. I found the course assignments interesting and motivating. | 32 | 60 | 92 | 43 | 41 | 84 | 24 | 57 | 81 |
| 2. I was satisfied with the use of technology in the courses. | 43 | 48 | 91 | 46 | 39 | 85 | 30 | 55 | 85 |
| 3. The selection of courses met my needs. | 35 | 53 | 88 | 48 | 31 | 79 | 35 | 50 | 85 |
| Faculty | | | | | | | | | |
| 4. The instructors teaching techniques helped me learn the subject matter of the courses I took. | 35 | 56 | 91 | 43 | 50 | 93 | 27 | 45 | 72 |
| 5. The instructors were accessible/approachable, either in person, by telephone or on-line. | 35 | 58 | 93 | 45 | 50 | 95 | 32 | 50 | 82 |
| 6. I found grading by instructors somewhat harsh and unfair. | 9 | 5 | 14 | 11 | 18 | 29 | 10 | 33 | 43 |
| 7. Overall, I believe the education I received at La Verne was worthwhile. | 42 | 49 | 91 | 51 | 37 | 88 | 23 | 43 | 66 |
| 8. Faculty provided me with timely feedback about my academic work. | 38 | 49 | 87 | 52 | 38 | 90 | 29 | 48 | 77 |
| 9. The instructors were competent about the subject in which they were teaching. | 36 | 57 | 93 | 48 | 48 | 96 | 38 | 48 | 96 |
| Campus Support Services | | | | | | | | | |
| 10. I found my academic advisor to be accessible/approachable. | 40 | 40 | 80 | 48 | 35 | 83 | 50 | 22 | 72 |
| 11. I found my academic advisor to be knowledgeable about procedures and requirements. | 41 | 37 | 78 | 47 | 38 | 85 | 44 | 39 | 83 |
| 12. My academic advisor helped me set academic goals. | 38 | 38 | 76 | 38 | 41 | 85 | 28 | 21 | 49 |
| 13. Financial aid personnel were helpful. | 41 | 32 | 73 | 61 | 24 | 85 | 29 | 52 | 81 |
| 14. Student account personnel were helpful. | 59 | 30 | 89 | 69 | 25 | 94 | 27 | 27 | 54 |
| 15. Registrar's office personnel were helpful in addressing my issues. | 47 | 35 | 82 | 58 | 30 | 88 | 42 | 47 | 89 |
| 16. The registration process was user-friendly. | 53 | 38 | 91 | 62 | 27 | 89 | 40 | 45 | 85 |
| 17. Residence hall staff were helpful. | 43 | 46 | 89 | 62 | 23 | 85 | 0 | 67 | 67 |
| 18. Student life staff were helpful. | 58 | 39 | 97 | 55 | 27 | 82 | 25 | 50 | 75 |
| 19. Admissions officers were responsive to my needs. | 47 | 40 | 87 | 52 | 30 | 82 | 50 | 33 | 83 |
| 20. The library staff was helpful. | 40 | 54 | 94 | 60 | 32 | 92 | 42 | 53 | 95 |
| 21. I received adequate help from student health services. | 43 | 37 | 80 | 50 | 30 | 80 | 25 | 50 | 75 |
| 22. I received adequate help from counseling services. | 43 | 37 | 80 | 54 | 27 | 81 | 17 | 50 | 67 |
| 23. I received adequate computer and technical support. | 58 | 35 | 93 | 52 | 32 | 84 | 38 | 38 | 76 |
| 24. I was satisfied how my grievances were addressed. | 48 | 18 | 66 | 30 | 26 | 56 | 18 | 27 | 45 |
| 25. I received my financial aid awards in a timely manner that helps me with my planning. | 51 | 25 | 76 | 63 | 27 | 90 | 42 | 58 | 100 |

Learning Environment

| | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----|
| 26. Facilities at La Verne met my expectations. | 51 | 35 | 86 | 54 | 35 | 89 | 57 | 38 | 95 |
| 27. I felt uncomfortable at La Verne because of my racial/ethnic or religious background. | 13 | 7 | 20 | 16 | 18 | 34 | 0 | 27 | 27 |
| 28. I received the individualized attention I expected. | 49 | 36 | 85 | 42 | 37 | 79 | 38 | 19 | 57 |
| 29. Attending La Verne was convenient for me in terms of location, scheduling, etc. | 47 | 44 | 91 | 43 | 41 | 84 | 32 | 36 | 68 |

Appendix G

Comparison by Ethnic and Racial Groups

Table 6. Responses of Non-returning students by ethnic and racial background (N=128)

| Item | Hispanic/Latino (N=44) | | | African American (N=19) | | | White (N=65) | | |
|--|---------------------------|-------------------|-------|----------------------------|------------------------|-------|-----------------|-------------------|-------|
| | Agree | Strongly Agree | Total | Agree | Strongly Agree % | Total | Agree | Strongly Agree | Total |
| Course Design | | | | | | | | | |
| 1. I found the course assignments interesting and motivating. | 34 | 61 | 95 | 32 | 47 | 79 | 35 | 50 | 85 |
| 2. I was satisfied with the use of technology in the courses. | 42 | 49 | 91 | 53 | 41 | 94 | 39 | 46 | 85 |
| 3. The selection of courses met my needs. | 32 | 59 | 91 | 38 | 56 | 94 | 41 | 38 | 79 |
| Faculty | | | | | | | | | |
| 4. The instructors teaching techniques helped me learn the subject matter of the courses I took. | 35 | 58 | 93 | 33 | 50 | 83 | 44 | 48 | 92 |
| 5. The instructors were accessible/approachable, either in person, by telephone or on-line. | 30 | 60 | 90 | 47 | 53 | 100 | 39 | 51 | 90 |
| 6. I found grading by instructors somewhat harsh and unfair. | 9 | 9 | 18 | 5 | 11 | 16 | 8 | 13 | 21 |
| 7. Overall, I believe the education I received at La Verne was worthwhile. | 46 | 46 | 92 | 26 | 53 | 79 | 42 | 42 | 84 |
| 8. Faculty provided me with timely feedback about my academic work. | 40 | 49 | 89 | 39 | 50 | 89 | 45 | 41 | 86 |
| 9. The instructors were competent about the subject in which they were teaching. | 33 | 59 | 92 | 42 | 58 | 100 | 43 | 51 | 94 |
| Campus Support Services | | | | | | | | | |
| 10. I found my academic advisor to be accessible/approachable. | 39 | 35 | 74 | 40 | 40 | 80 | 51 | 28 | 79 |
| 11. I found my academic advisor to be knowledgeable about procedures and requirements. | 42 | 33 | 75 | 27 | 53 | 80 | 52 | 32 | 84 |
| 12. My academic advisor helped me set academic goals. | 34 | 36 | 70 | 53 | 24 | 78 | 44 | 32 | 76 |
| 13. Financial aid personnel were helpful. | 44 | 28 | 72 | 47 | 23 | 70 | 44 | 37 | 81 |
| 14. Student account personnel were helpful. | 56 | 22 | 78 | 64 | 36 | 100 | 55 | 39 | 94 |
| 15. Registrar's office personnel were helpful in addressing my issues. | 50 | 30 | 80 | 57 | 43 | 100 | 42 | 42 | 84 |
| 16. The registration process was user-friendly. | 54 | 33 | 87 | 56 | 44 | 100 | 45 | 38 | 83 |
| 17. Residence hall staff were helpful. | 45 | 35 | 80 | 75 | 25 | 100 | 30 | 60 | 90 |
| 18. Student life staff were helpful. | 47 | 41 | 88 | 83 | 17 | 100 | 42 | 42 | 84 |
| 19. Admissions officers were responsive to my needs. | 48 | 36 | 84 | 64 | 27 | 91 | 41 | 42 | 83 |
| 20. The library staff was helpful. | 50 | 46 | 96 | 50 | 42 | 92 | 43 | 54 | 97 |
| 21. I received adequate help from student health services. | 37 | 37 | 74 | 50 | 25 | 75 | 53 | 40 | 93 |
| 22. I received adequate help from counseling services. | 50 | 32 | 82 | 40 | 20 | 60 | 42 | 47 | 89 |
| 23. I received adequate computer and technical support. | 47 | 38 | 85 | 50 | 30 | 80 | 57 | 34 | 91 |
| 24. I was satisfied how my grievances were addressed. | 39 | 22 | 61 | 33 | 11 | 44 | 40 | 24 | 64 |
| 25. I received my financial aid awards in a timely manner that helps me with my planning. | 54 | 30 | 84 | 62 | 31 | 93 | 53 | 34 | 87 |

Learning Environment

| | | | | | | | | | |
|---|----|----|----|----|----|----|----|----|----|
| 26. Facilities at La Verne met my expectations. | 56 | 37 | 93 | 44 | 44 | 88 | 54 | 33 | 87 |
| 27. I felt uncomfortable at La Verne because of my racial/ethnic or religious background. | 15 | 13 | 28 | 12 | 18 | 30 | 10 | 15 | 25 |
| 28. I received the individualized attention I expected. | 49 | 36 | 85 | 50 | 19 | 69 | 44 | 38 | 82 |
| 29. Attending La Verne was convenient for me in terms of location, scheduling, etc. | 44 | 39 | 83 | 33 | 50 | 83 | 44 | 44 | 88 |
