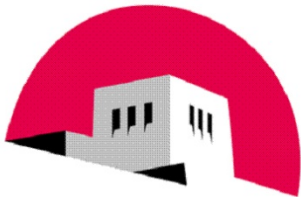


# **Longitudinal Assessment of PREP: 2006-2011**



**The University of New Mexico**

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## **Introduction**

The University of New Mexico's Institute for Social Research (ISR) has been contracted by PREP to provide annual assessments of the program through the duration of the current grant. In addition to the annual report provided for the PREP academic year 2010-2011, ISR staff and PREP staff working in collaboration assessed the long-term affects attending PREP has had on former PREP scholars. Scholars were deemed former scholars if they had participated in PREP since PREP's inception to UNM in 2006 to the end of the 2010-2011 academic year, and not currently attending PREP.

In order to assess the effect attending PREP has had on former PREP scholars a web based survey was created in the online survey database, Opinio. The survey, entitled *the PREP Longitudinal Survey*, was created with the intention of gathering information from former PREP scholars on if they are attending or have attended graduate school and how PREP affected their graduate tenure. A paper based copy of the survey is provided as Appendix A.

The search for former PREP scholars was facilitated by records kept by PREP which included the names of the scholars who have participated in PREP, their last known emails upon leaving PREP and the graduate school where it was presumed the scholar is/was attending. The scholars' current contact information was found through university directories and through the online social network Facebook©. The former scholars were contacted via email by PREP and ISR staff, and provided a link to the PREP longitudinal survey on Opinio. PREP provided an incentive of a \$25 gift card to Amazon.com to scholars who chose to participate in the survey. Data collected through the survey was analyzed by ISR staff.

## **Reporting PREP Scholar Categories**

The current PREP director, Dr. Richard Cripps, took over as the director of PREP in 2009. To separate the scholar responses prior to Dr. Cripps taking over PREP and since Dr. Cripps became the PREP director, three different categories were made to report the scholars' responses:

- 1) 2006-2008 Scholars: These are the scholars who attended PREP prior to the current PREP director
- 2) 2009-2011 Scholars: These are the scholars who attend PREP under the current PREP director
- 3) All Scholars: These are all of the scholars who have ever attend PREP at UNM from 2006-2011

## **Former PREP Scholars**

### *Demographic Information*

Thirty scholars have participated in PREP since its inception at UNM between 2006 and the end of the 2010-2011 academic year. Two of the 2010-2011 scholars attended PREP for another academic year (2011-2012) and were excluded from the survey because they were still a PREP scholar. We were unable to locate three of the former scholars' (two from 2006 and one from 2007). For this study we were able to locate and survey 25 former PREP (11 2006-2008 Scholars, and 14 2009-2011 Scholars). Table 1 displays the year the former scholars attended.

**Table 1. Calendar Year or Academic Year Scholar Attended PREP**

	Number of Scholars
2006	1
2006-2007	3
2007-2008	7
2009-2010	7
2010-2011	7

The demographics of the 2006-2008 scholars were primarily males from equally differing race/ethnic backgrounds. The majority of the 2009-2011 scholars were Hispanic females. Table 2 shows the reported gender, and race/ethnicity of the scholars.

**Table 2. Demographics of the Scholars**

	2006-2008 Scholars	2009-2011 Scholars	All Scholars
Gender			
Male	8	3	11
Female	3	11	14
Race/Ethnicity			
Hispanic	3	7	10
Black	2	1	3
American Indian	2	3	5
White	3	2	5
White/Hispanic	1	0	1
Mexican	0	1	1

Almost half of the scholars reported living with a spouse or partner. One 2006-2008 scholar and three 2009-2011 scholars reported having a dependent child living with them. Table 3 displays the scholars living arrangements.

**Table 3. Scholar Living Arrangement**

	Percentage of 2006-2008 Scholars	Percentage of 2009-2011 Scholars	Percentage of All Scholars
Living with a spouse or partner	54.5%	42.9%	48.0%
Living with dependent children	9.0%	21.4%	16.0%

The majority of scholars reported their employment status as students. One of the 2006-2008 scholars reports being currently unemployed (Table 4).

**Table 4. Employment Status of Scholars**

	2006-2008 Scholars	2009-2011 Scholars	All Scholars
Employed full-time	1	5	6
Student	9	8	17
Stay at home parent	0	1	1
Unemployed	1	0	1

The average age of the former scholars was 26.3 (27.5 for the 2006-2008 scholars, and 25.4 for the 2009-2011 scholars). Table 5 displays the scholars' year of birth.

**Table 5. Scholars' Year of Birth**

	2006-2008 Scholars	2009-2011 Scholars	All Scholars
1981	1	0	1
1982	2	1	3
1983	2	0	2
1984	3	3	6
1985	2	2	4
1986	1	3	4
1987	0	4	4
1988	0	1	1

#### *Graduate School*

All eleven 2006-2008 scholars began attending graduate school after completing PREP. Ten are still attending graduate school. One has completed graduate school with a master's degree and is not intending to pursue further education as they believe they have more career opportunities with a master's degree than with a doctoral degree in the field of biomedical engineering.

Twenty three of the 25 scholars stated their highest degree earned to date is a bachelor's degree. Two of the 2006-2008 scholars reported their highest degree is currently a master's degree.

Eleven of the 2009-2011 scholars were accepted into graduate school and 10 are currently attending. One 2009-2011 scholar has been accepted to graduate school and is currently deferred from their graduate program for one year while they help to raise their newborn baby and has the intention of pursuing graduate school after the deferment. Three of the fourteen 2009-2011 scholars reported that PREP helped them discover that attending graduate school and becoming a researcher was not for them, and chose a different life path. All of the scholars who are or have attended graduate school report attending as a full-time student rather than part-time.

The majority of the scholars gained acceptance, began attending and are currently attending graduate school. Table 6 reveals the number of scholars and the percent of scholars who gained acceptance, began attending and are currently attending graduate school.

**Table 6. Scholars' Graduate School Acceptance and Attendance**

	2006-2008 Scholars		2009-2011 Scholars		All Scholars	
	Number of Scholars	Percent of Scholars	Number of Scholars	Percent of Scholars	Number of Scholars	Percent of Scholars
Gained acceptance into graduate school while attending PREP	10	91%	11	79%	21	84%
Began attending graduate school right after completing PREP	11	100%	10	71%	21	87%
Currently attending graduate school	10	91%	10	71%	20	80%

All 10 of the 2006-2008 scholars who are currently attending graduate school are attending to obtain a doctoral degree. Of the ten 2009-2011 scholars who are currently attending graduate school 9 are attending to gain a doctoral degree and 1 is attending to obtain a master's degree. Table 7 reports the graduate school scholars are currently attending.

**Table 7. Graduate Schools Attended**

	2006-2008 Scholars	2009-2011 Scholars	All Scholars
Medical University of South Carolina	0	1	1
Northwestern University	0	2	2
Princeton University	1	0	1
Stanford University	1	0	1
University of California Berkley	1	0	1
University of Colorado	1	0	1
University of Illinois	0	1	1
University of Michigan	1	0	1
University of Nebraska	0	1	1
University of New Mexico	2	4	6
University of Oregon	1	0	1
University of Washington	1	1	2
Watson School of Biological Sciences	1	0	1

All 10 of the 2006-2008 scholars who are currently attending graduate school are attending departments and degree program related to the physical sciences. Of the ten 2009-2011 scholars who are currently attending graduate school 9 are attending departments and degree programs related to the physical sciences and 1 is attending a department and degree program related to social science. Table 8 reports the departments the scholars are attending.

**Table 8. Graduate Department**

	2006-2008 Scholars	2009-2011 Scholars	All Scholars
Anatomy and Cell Biology	0	1	1
Biochemistry	1	0	1
Biochemistry and Molecular Biology	0	1	1
Biology	1	2	3
Biomedical Sciences	0	1	1
Biophysics	1	0	1
Chemical and Biological Engineering	1	0	1
Chemical and Nuclear Engineering	0	1	1
Chemistry	1	0	1
Microbiology/Immunology	0	1	1
Molecular and Cellular Biology	3	0	3
Molecular Genetics and Microbiology	1	0	1
Neurobiology and Behavior	0	1	1
Neurobiology and Physiology	0	1	1
Plant Sciences	1	0	1
Psychology	0	1	1

Table 9 shows the degree programs the scholars are attending.

**Table 9. Degree Programs**

	2006-2008 Scholars	2009-2011 Scholars	All Scholars
Anatomy and Cell Biology	0	1	1
Biochemistry	1	0	1
Biological Sciences	2	0	2
Biology	0	2	2
Biomedical Engineering	0	1	1

Biomedical Sciences	0	2	2
Biophysics	1	0	1
Brain, Behavior and Neuroscience	0	1	1
Chemical Engineering	1	0	1
Integrated Graduate Program	0	1	1
Interdepartmental Neuroscience	0	1	1
Molecular and Cellular Biology	3	0	3
Neurobiology and Behavior	0	1	1
Neuroscience	1	0	1
Physical Chemistry	1	0	1

The scholars were asked their reasons for selecting the graduate program they are currently attending and were allowed to select multiple reasons. The 3 most important reasons the scholars chose their graduate program were: Financial support, location/region, and faculty/program reputation. Table 10 lists the reasons the scholars currently attending graduate school chose their graduate program.

**Table 10. Reasons for Selecting Graduate Program**

	2006-2008 Scholars	2009-2011 Scholars	All Scholars
Faculty/program reputation	9	5	14
University reputation	7	4	11
Financial support	7	9	16
Program requirements	3	4	7
Job placement	0	0	0
Location/region	7	8	15
Course offerings/ curricula	3	3	6



Table 11 displays the semester and year the scholars currently attending began graduate. The 2006-2008 scholar who completed graduate school with a master's degree and the 2009-2011 scholar who has deferred graduate school for 1 academic year are not included.

**Table 11. Year Admitted into Graduate School**

	2006-2008 Scholars	2009-2011 Scholars	All Scholars
Fall 2006	1	0	1
Fall 2007	2	0	2
Fall 2008	7	0	7
Fall 2010	0	4	4
Fall 2011	0	6	6

Table 12 reports the semester and year the scholars estimated as their graduation date.

**Table 12. Anticipated Graduation Year**

	2006-2008 Scholars	2009-2011 Scholars	All Scholars
Fall 2011	1	0	1
Spring 2011	1	0	1
Fall 2012	1	0	1
Spring 2012	1	0	1
Fall 2013	0	1	1
Spring 2013	2	0	2
Summer 2013	2	0	2
Spring 2014	1	0	1
Summer 2014	1	1	2
Spring 2015	0	4	4
Spring 2016	0	3	3
Spring 2017	0	1	1

Table 13 reports program status at the time of the survey. The scholars were allowed to select multiple answers for the following options as their graduate program may allow them to be in more than one stage at a time. Of the ten 2006-2008 scholars who are currently attending graduate school 6 stated they were at multiple stages in their graduate program and 4 stated they are only at 1 stage. For the 2009-2011 scholars 2 stated they were at multiple stages within their graduate program currently with the other 8 reporting they were currently only at 1 stage. As the 2006-2008 scholars have been in graduate school longer and have had more time to make progress in their graduate program, it is not surprising there are more 2006-2008 scholars currently participating in multiple stages within their graduate program than 2009-2011 scholars.

**Table 13. Current Stage within Graduate Program**

	2006-2008 Scholars	2009-2011 Scholars	All Scholars
Taking classes and coursework	3	10	13
Recently completed classes and coursework	1	1	2
Studying for comprehensive examination	1	1	2
Completed comprehensive examination	5	0	5
Written proposal of planned thesis/dissertation work	3	0	3
Oral defense of planned thesis/dissertation work	3	0	3
Advancement of candidacy (all but dissertation)	9	0	9

Only one 2006-2008 scholar took a break from attending graduate school for 2 semesters. None of the 2009-2011 scholars took a break from graduate school other than the scholar who is deferring his enrollment for one year.

The majority of scholars (16) currently enrolled in graduate school report continuous enrollment in graduate school through the summers. Table 14 displays how many of the scholars are enrolled in graduate school during the summers, and if they are not what they do during the summer months.

**Table 14. Graduate School Enrollment during the Summers**

	2006-2008 Scholars	2009-2011 Scholars	All Scholars
Enrolled	9	7	16
Not enrolled, primarily doing work related to graduate program	1	2	3
Not enrolled, primarily doing work NOT related to graduate program	0	1	1

The educational goal of 9 of the 2006-2008 scholars is to gain a Ph.D. in their chosen field; the other two scholars' goal is a master's degree (one of whom already attained their master's degree). Eleven of the 14 2009-2011 scholars reported their current educational goal is to earn a PH.D., with the remaining three wanting to attain a master's degree.

One of the 2006-2008 scholars and 3 of the 2009-2011 scholars reported their educational goals have changed since attending PREP. The one 2006-2009 scholar and one of the 2009-2011 scholars reported their educational goals while attending PREP was to attain a doctoral degree, but have since changed to wanting a master's degree. The remaining 2 2009-2011 scholars stated their educational goal while attending PREP was to see if attending graduate school was their desire, both of those scholars now report wanting to earn a master's degree.

All 14 of the 2009-2011 scholars, and all but 3 of the eleven 2006-2008 scholars reported PREP helped them to define their educational goals. Below is the listing from the scholars on how PREP helped them define their educational goals:

#### 2006-2008 Scholars

- Helped me switch research areas and focus, i.e. gain required expertise, background knowledge of field, identify places working in this field
- Provided focus and insight in academic research
- PREP provided opportunities, such as going to conferences, that helped me be exposed to many fields and subsequently helped me focus on my interests.
- It helped me decide that I did want to go to grad school (and not vet school) because I found out that I really liked doing research and it helped me determine what kinds of research and research questions I liked doing (bench work over computer work)/answering (I like asking what techniques I can use to answer my biological question, not what questions can I ask with this technique that I like).
- Helped focus on academic program.
- Narrow down fields mostly. Update me on current status of research

- Gave me confidence that Research was what I wanted to do. It also allowed me to gain more techniques and become more familiar in the laboratory before starting graduate school
- I had already Been accepted into different graduate programs, when I got accepted to Prep. However, Prep helped me decide which graduate school I would ultimately attend. Specifically, James Broznik helped me evaluate all my options and helped me pick a school that would best suit me regarding my research interests

#### 2009-2011 Scholars

- PREP helped my figure out whether or not getting I wanted to pursue a PhD. It helped me decide that research is not what I want to for the next 5 - 8 years of my life. a PhD in the science field is right for me. Although I did not apply to a PhD program, I am very thankful and grateful for this experience! It exposed me to awesome events which have opened new doors for me!! I use this experience when I speak to undergraduates who are passionate about research or want more experience
- It helped me evaluate schools and gain research experience. PREP Mentor continues to support my educational goals
- Helped focus on a research specific education
- Focused on biomedical research, gave me experience to know that research is what I wanted to do, and gave me confidence to know that I could
- Gave me academic support, enriched my background in biology, helped me meet faculty
- PREP helped in determining my major research focus in learning and memory from an integrative approach
- Even though I was applying to graduate schools i was not completely sure about staying in science and whether or not I would survive graduate school, but the mentoring I received while in PREP was great! Marco Bisoffi is an amazing mentor and his faith in me reassured me that I was in the right path
- Helped me to realize that I would not have been successful in a Ph.D. program that was oriented towards research. It made me realize that I am more patient oriented and not grant/publication oriented. For this reason, I chose to pursue a MOT
- The program was able to solidify the fact that I indeed wanted to attend graduate school focusing in the scientific field
- I believe PREP helped me see what graduate school would be like, which is good for someone that had such unrealistic view of what to expect of research. It open my eyes to the hard work and it prepared me in a way that will benefit the school I attend. Also, it helped me identify that doing cancer research was not truly my interest, but rather parasitology, which is important if you are going to embark in a 5 year path related to a specific subject
- PREP has provided me great mentorship with some of their faculty members and faculty mentors; Without my PREP mentor I would have had a solid support system to get closer to my educational and career goals
- It helped me focus on a specific research area
- Realized PhD was overkill for Biology these days. Not true for other disciplines in and outside Biology
- Gave essential experience in neuroscience

Eight of the 2006-2008 scholars and 12 of the 2009-2011 scholars believed PREP helped them to define their career goals. Three of the 2006-2008 scholars and 5 of the 2009-2011 scholars stated their careers goals have changed since completing PREP. All but 1 of the 2006-2008 scholars reported their current career goals are either to gain a faculty position at a university or become a research/industry scientist. One of the 2006-2008 scholars reported wanting to become a science educator (not necessarily in a university setting). The majority of the 2009-2011 scholars reported wanting a career as a research/industry scientist or to gain a faculty or other academic position at a university. One of the 2009-2011 scholars stated their goal is to become a medical doctor, and one of the 2009-2011 scholars reported being undecided of their future career. Table 15 lists the scholars currently career goals by type.

**Table 15. Scholars Current Career Goals by Type**

	2006-2008 Scholars	2009-2011 Scholars	All Scholars
Faculty Position	5	4	9
Research/Industry Scientist	1	4	5
Faculty Position or Research/Industry Scientist	4	1	5
Academic Advisor/Coordinator in University setting	0	2	2
Science Education (not necessarily related to a university)	1	0	1
Medical Doctor	0	1	1
Occupational Therapist	0	1	1
Undecided	0	1	1

Below is a listing of the scholars' response as to how PREP helped them to define their career goals:

2006-2008 Scholars

- Caused me to change my degree program from astronomy to physical chemistry by allowing me to work on projects with the Chemistry department faculty
- exposure to full-time research environment, time to read and develop interest in the field
- Defined my goals by providing hands-on in-lab research opportunities
- Help focus on research interest
- Allowed me to meet faculty who explained how life is with that career
- It gave me the time and the experience to attain acceptance into a graduate program when before PREP, I was undecided on where to go
- Directed me in this direction and secured my decision to pursue this career
- James Broznik and invited speakers lectured on both career paths I am Interested in. It was not until I had more information regarding these careers that I decided my ultimate career goals

## 2009-2011 Scholars

- While working in the lab every day, I decided that was something I did not want to do for the rest of my life. The high pressure of meeting constant deadlines, writing grants, and worrying about lab samples on weekends and in the evening is not my cup of tea. The lab I worked in did not have very many people. I was always working alone and feel like I would be happier with a career that allows me to have contact with people on a daily basis. I was also unsure if working in the plant lab was what I was really interested in
- It allowed me to be a part of a clinical research environment and interact with my mentor and others that are in the field
- PREP gave me the opportunity to experience the academic research laboratory environment that I am most interested in
- Allowed me to know more about my graduate program and compare it to other programs within the university. This helped me take a decision on what program to apply for
- With lots of discussion with other PREP students and hearing from their mentors, I got an idea of what various careers were like which helped me define what I wanted to do
- Made me realize I wanted to pursue patient oriented career and not research
- I know that I do not want to become a scientist in industry however if I work towards an academic professor I still have time to learn to be an effective professor. I am still not 100% sure what exactly I would like to do per say
- It gave me the opportunity to get more life experience in general; but at the same time, count with the support of the people involved with the program
- PREP allowed me re-examine my options regarding my career goals. Every PREP member had one common career goal; to obtain a higher degree than a bachelors degree. PREP also helped shape the person I am; I had to stand up for myself, I was not going to be pushed into applying to a graduate program that I was not ready for or did not have strong scores or a strong application. I had to voice my opinions on certain things by taking in the best interest for myself. The only person who knows me best is myself, I know what I am capable of, I know when to push myself, and I know when I am ready for next step
- The research experience helped me to have a better understanding of my own research interests
- Discovered many pros and cons that I wouldn't have been made aware of until in the field
- Asserted my intentions to be Faculty Professor

Scholars were asked to rank the 4 PREP activities that were most beneficial to their educational and career goals. The top 4 most beneficial PREP activities out of a list of 11 possible activities were: Hands on laboratory experience, 1:1 meetings with faculty mentor, research training activities, and weekly PREP meetings with other scholars. In order to tabulate a numerical score for the scholars' rankings: A ranking of one was given 4 points, a ranking of two was given 3 points, a ranking of three was given 2 points, and a ranking of four was given 1 point. Table 16 shows the scholars ranking of 11 PREP activities with the highest scores going to the most beneficial PREP activities.

**Table 16. Ranking of 11 PREP Activities by Scholars**

	Ranking Points 2006-2008 Scholars	Ranking Points 2009-2011 Scholars	Ranking Points All Scholars
One on One Meetings with faculty mentor	30	34	64
One on One Meetings with laboratory supervisor (if different than faculty mentor)	5	7	12
One on One Meetings with PREP directors	9	4	13
Weekly PREP meetings with other PREP scholars	12	8	20
Hands on laboratory experience	31	37	68
Math and/or science courses taken while attending PREP	8	5	13
Research training activities (includes oral presentations research, campus forums, posters or talks, and professional meetings)	12	19	31
Professional training activities (includes professional meetings with participants of MARC, Bridges, IMSD, etc, Responsible Conduct in Research trainings)	0	4	4
GRE preparation activities	2	7	9
Professional conferences	5	13	18
Making an individualized career plan	0	2	2

Scholars were asked to rate the helpfulness of 8 PREP activities on a scale of 1 to 5, 1 representing not helpful at all and 5 representing extremely helpful. The scholars were given the option to select ‘does not apply’ if they did not participate in a specific PREP activity. Scholars who selected ‘does not apply’ were excluded from the rating of that PREP activity when averaging the ratings by the scholars (e.g. only 4 2006-2008 scholars and 3 2009-2011 scholars gave ratings for the PREP activity meetings with a laboratory supervisor). The highest rated PREP activity was meetings with faculty mentors, and the lowest rated PREP activity was meetings with PREP staff. Table 17 displays the average rating of the helpfulness of 8 PREP activities.

**Table 17. Average Rating of the Helpfulness of 8 PREP Activities**

	Average Rating by 2006-2008 Scholars	Average Rating by 2009-2011 Scholars	Average Rating by All Scholars
Meetings with Faculty Mentor	4.4	4.3	4.3
Meetings with Laboratory Supervisor	4.0	3.3	3.7
Meetings with PREP staff	2.9	2.3	2.5
Weekly PREP Group Meetings	3.5	2.9	3.1
GRE/Graduate School Preparative Activities	4.0	3.7	3.8
Research Training Activities	4.1	4.2	4.2
Professional Training Activities	3.3	3.8	3.6
Math and Science Courses	4.4	3.6	4.0

**Summary**

All of the PREP scholars reported PREP helped them in some capacity, from helping them to find what career path they would like to pursue to which graduate school they should attend. The scholars report that the two greatest benefits of PREP are the hands on laboratory experience they gained and the 1:1 faculty mentor meetings. The biggest difference between the 2006-2008 scholars and the 2009-2011 scholars was the demographics of the scholars being served by PREP. While the 2006-2008 scholars’ ethnicity/race was diverse and the majority of scholars were males, the majority of the 2009-2011 scholars were Hispanic females. Differences between the two groups such as what stage the scholars are at within their graduate program do not hold much weight as it can be assumed the 2006-2008 scholars have been in their graduate degree program longer and are further along in attaining their degree than the 2009-2011 scholars. It is interesting that more of the 2009-2011 scholars reported they are working full time jobs while attending graduate school than the 2006-2008 scholars; why this difference exists is beyond the scope of this study. The only other difference between the two groups that stands out is that all of the 2006-2008 scholars went on to attend graduate school in a scientific field, while 5 of the



2009-2011 scholars have chosen fields outside of science (2 pursuing careers in the medical profession, 2 pursuing careers as academic coordinators/ advisors, and 1 is still undecided as to what career they want to pursue).

## Appendix A – PREP Longitudinal Scholar Survey

### Welcome!

Sometime in the last several years you spent a year as a PREP scholar and research assistant at the University of New Mexico. The University of New Mexico PREP program would like to ask you about what you are doing now, what you remember about your experience as a PREP scholar, and how this may have helped you since you left the program. Thank you for completing this survey. For completing this survey you will be given a \$25 gift certificate to Amazon.com. We expect the survey will take approximately 20 minutes.

The results of this survey will be used to help make changes to PREP in New Mexico and to better serve the needs of Scholars. Any information you may provide in this survey that can be identified with you will remain confidential and will not be disclosed. If you have any questions you may contact Antonio Banuelos, PREP Coordinator UNM, at [prep@unm.edu](mailto:prep@unm.edu).

By clicking the 'Begin' button below you are consenting to participate in this survey.

*Note: Pressing the 'Save' button at anytime will allow you to exit the survey while saving what you have completed thus far. You will be asked to provide your email address so a new link to the survey with your saved answers can be provided to you.*

### Welcome!

1. Today's Date: \_\_\_\_/\_\_\_\_/\_\_\_\_
2. Your name: \_\_\_\_\_
3. Did you attend PREP for an academic or calendar year? \_\_\_\_\_
  - 1) Academic
  - 2) Calendar
4. If you attended PREP during an academic year, what academic year did you attend PREP? *(If you attended PREP for more than one year, please mark each year you attended)*
  - 2006-2007
  - 2007-2008
  - 2009-2010
  - 2010-2011
5. If you attended PREP during a calendar year, what calendar year did you attend PREP? *(If you attended PREP for more than one year, please mark each year you attended)*
  - 2006
  - 2007

## Graduate School

6. Did you gain acceptance into graduate school while attending PREP? \_\_\_\_\_

- 1) Yes
- 2) No

7. Did you begin attending graduate school right after completing PREP? \_\_\_\_\_

- 1) Yes
- 2) No

8. Are you currently attending graduate school? \_\_\_\_\_

- 1) Yes
- 2) No

*If you answered 'No' to question #8 please answer questions #9 & 10 and proceed to the next section '**Education and Career Goals.**'*

*If you answered 'Yes' to question #8 please skip questions #9 & 10 and answer the remaining questions in this section before proceeding to the following sections.*

9. Why are you currently not attending graduate school?

- 1) Graduated with a M.A./M.S.
- 2) Graduated with a Ph.D./M.D.
- 3) Applied, but was not accepted to graduate school
- 4) Applied, was accepted, but did not attend graduate school
- 5) Attended graduate school but did not finish
- 6) Never applied to graduate school
- 7) I have taken a break from graduate school but plan on finishing

10. Please describe in your own words why you are currently not attending graduate school (*Please be as specific and candid as possible. Example: While attending PREP I found that I no longer wanted to attend graduate school because further schooling would take too long, cost too much money, and I would not enjoy the career as a research scientist*).

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11. Are you currently completing your master's or doctoral degree? \_\_\_\_\_

- 1) Master's Degree (M.A./M.S.)
- 2) Doctoral Degree (Ph.D./M.D.)

12. What university are you attending?

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13. What is your current departmental affiliation (*i.e. biology, chemistry, etc.*)? \_\_\_\_\_

14. What is the name of your graduate degree program (*i.e. neurology, microbiology, chemical engineering, genetics, etc.*)?  
\_\_\_\_\_

15. When did you begin your current graduate program? (*If you are in a program where you first did a master's and then continued in the Ph.D. program at the same institution list the start of the master's years.*)  
Month/Year: \_\_\_\_\_/\_\_\_\_\_

16. What is your current status in your graduate program? (*Select all that apply*) \_\_\_\_\_

- 1) Taking classes and coursework
- 2) Recently completed classes and coursework
- 3) Studying for comprehensive examination
- 4) Completed comprehensive examination
- 5) Written proposal of planned thesis/dissertation work
- 6) Oral defense of planned thesis/dissertation work
- 7) Advancement to candidacy (all but dissertation).

17. What is your anticipated completion date? (Month/Year)? \_\_\_\_\_/\_\_\_\_\_

18. Have you taken any breaks from attending graduate school? \_\_\_\_\_

- 1) Yes
- 2) No

19. If yes, how many breaks have you taken? \_\_\_\_\_

20. If yes to question 18, on average, how long were the breaks that you took from graduate school?

- 1) One semester
- 2) Two semesters
- 3) Three semesters
- 4) Four semesters
- 5) Five semesters
- 6) Six semesters

21. During academic years I have primarily enrolled in graduate school: \_\_\_\_\_

- 1) Part-time
- 2) Full-time

22. During summers I have primarily spent my time: \_\_\_\_\_

- 1) Enrolled
- 2) Not enrolled, primarily doing work related to my graduate program
- 3) Not enrolled, primarily doing work not related to my graduate program

23. What were the main reasons you selected this graduate degree program (*check all that apply*):

- Faculty/Program reputation
  - University reputation
  - Financial support
  - Program requirements
  - Job placement
  - Location/region
  - Course offerings/curricula
  - Other (please briefly explain): \_\_\_\_\_
- 

### Education and Career Goals

24. What is your current highest educational degree earned? \_\_\_\_\_

- 1) B.A./B.S.
- 2) M.A./M.S.
- 3) Ph.D./M.D.
- 4) Other; specify: \_\_\_\_\_

25. What is your current highest educational degree in (*i.e. biology, microbiology, chemistry, chemical engineering, genetics, etc.*)?  
\_\_\_\_\_

26. What are your current educational goals? \_\_\_\_\_

- 1) To attain another B.A./B.S.
- 2) To attain a M.A./M.S.
- 3) To attain a Ph.D./M.D.
- 4) I am done with school
- 5) Other; specify:  
\_\_\_\_\_

27. Have your educational goals changed since completing PREP? \_\_\_\_\_

- 1) Yes
- 2) No

28. If yes, what were your educational goals while attending PREP? \_\_\_\_\_

- 1) To attain another B.A./B.S.
- 2) To attain a M.A./M.S.
- 3) To attain a Ph.D./M.D.
- 4) To help me decide if I want to pursue a graduate degree
- 5) To gain research work experience
- 6) Other; specify:  
\_\_\_\_\_

29. Did attending PREP help you to define your educational goals? \_\_\_\_\_

- 1) Yes
- 2) No

30. If yes, how did PREP help you define your educational goals? (*i.e. helped narrow down options, helped focus on specific academic or research area(s), mentor's guidance provided insight to education needed for career goal, etc.*)

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31. What are your current career goals? (*i.e. Medical Doctor, Faculty Position in Genetics, Industry Scientist, etc.*)

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32. Did attending PREP help you to define your career goals? \_\_\_\_\_

- 1) Yes
- 2) No

33. If yes, how did PREP help you define your career goals?

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34. Have your career goals changed since completing PREP? \_\_\_\_\_

- 1) Yes
- 2) No

35. If yes, what were your career goals while attending PREP? (*i.e. Medical Doctor, Faculty Position in Genetics, Industry Scientist, etc.*)

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For the remaining questions think back to your time while attending PREP. Answer the questions to the best of your memory.

**Effectiveness of being Mentored**

36. Which four PREP activities were beneficial to your educational and career goals? Rank your top four activities in order from your number 1 most beneficial activity to your number 4 most beneficial activity. (Only one answer per column and per row is allowed)

	(1)	(2)	(3)	(4)
One on One Meetings with faculty mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One on One Meetings with laboratory supervisor (only choose this if different than faculty mentor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One on One Meetings with PREP directors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weekly PREP meetings with other PREP scholars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hands on laboratory experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math and/or science courses taken while attending PREP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Research training activities (NOTE: includes oral presentations of your research, campus forums, posters or talks, and professional meetings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional training activities (NOTE: includes professional meetings with participants of MARC, Bridges, IMSD, etc, Responsible Conduct in Research trainings)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GRE preparation activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making an individualized career plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. How helpful did you find the following activities during your time with PREP to be?

	Not helpful at all	Some-what helpful	Helpful	Very helpful	Extremely helpful	Does not apply
Meetings with Faculty Mentor						
Meetings with Laboratory Supervisor ( <i>Check 'Does not apply' if same as faculty mentor</i> )						
Meetings with PREP Staff						
Weekly PREP Group Meetings						
GRE/Graduate School Preparative Activities						
Research Training Activities ( <i>NOTE: includes oral presentations of your research, campus forums, posters or talks, and professional meetings</i> )						
Professional Training Activities ( <i>NOTE: includes professional meetings with participants of MARC, Bridges, IMSD, etc, Responsible Conduct in Research trainings</i> )						
Math and Science Courses ( <i>Taken as part of PREP</i> )						

**Demographic Information**

38. What is your Gender? \_\_\_\_\_

- 1) Male
- 2) Female

39. What is your year of birth (YYYY): \_\_\_\_\_

40. What is your race/ethnicity? (*Choose only one of the following*) \_\_\_\_\_

- 1) White (Not of Hispanic origin)
- 2) Black (Not of Hispanic origin)
- 3) American Indian
- 4) Alaskan Native
- 5) Asian or Pacific Islander
- 6) Hispanic
- 7) Other (specify) \_\_\_\_\_

41. What is your current employment status? \_\_\_\_\_

- 1) Full-time (40 hrs./week)



- 2) Part-time
- 3) Student
- 4) Stay at home parent
- 5) Unemployed

42. What is your primary job:

\_\_\_\_\_

43. Do you have a spouse or partner who lives with you: \_\_\_\_\_

- 1) Yes
- 2) No

44. Do you have any dependent children who live with you: \_\_\_\_\_

- 1) Yes
- 2) No

45. If yes, how many dependent children live with you: \_\_\_\_\_

This concludes the survey. Thank you for your participation!

The section that follows asks if you are willing to be participant in future studies regarding PREP and for your contact information if you are willing.

### **Future Studies**

We hope to conduct focus groups and/or interviews with a subset of survey respondents in greater depth.

Would you be willing to be part of a focus group or be interviewed?

- Yes, you may contact me to discuss an interview.
- Yes, you may contact me to discuss a focus group.
- Maybe, I need more information; you may contact me to talk further.
- No, I am not interested in participating in focus groups or being interviewed.

If you answered Yes or Maybe, please tell us how best to reach you:

- Please provide us with your current email address:  
\_\_\_\_\_
- Please provide us with your current phone number: \_\_\_\_\_

The research being conducted for PREP is ongoing and we would like to invite you to participate in these surveys until you complete graduate school. We hope to conduct the survey annually.

Would you be willing to participate in future PREP surveys?

- Yes, I am willing to participate in future surveys regarding PREP.

- Maybe, I need more information; you may contact me to talk further.
- No, I am not interested in participating in any future surveys regarding PREP.

If you answered Yes or Maybe, please provide us with the following contact information so we can reach you in the future:

- Personal Email Address: \_\_\_\_\_
- School Email Address: \_\_\_\_\_
- Phone Number: \_\_\_\_\_
- Address (*street, city, state, and zip code*):  
\_\_\_\_\_
- Do you have a Facebook© account, and are you willing to add UNM PREP to your list of Facebook© friends?
  - Yes
  - No

As most graduate students and recent graduates change addresses frequently, please provide us with your parents' contact information (only to be used if we cannot contact you with the previously provided information):

- Name(s): \_\_\_\_\_
- Address (*street, city, state, and zip code*): \_\_\_\_\_
- Phone Number: \_\_\_\_\_

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