The University of New Mexico

2012-2013 UNM Latina/o Graduate and Professional Student Fellowship Participant Survey Report

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INTRODUCTION

The Latina/o Graduate and Professional Student Fellowship offered by El Centro de la Raza and the Graduate Resource Center (GRC) is intended to provide the Latina/o graduate community with academic support, resources, networks, and skills in order to help them successfully complete their graduate degrees. At the end of the fellowship, all participating students who have successfully finished the fellowship program are awarded a $1,000 scholarship to support their research. The fellows must commit to the following activities in order to receive the scholarship:

- Attend an eight-month Graduate Fellow program
- Participate in at least two monthly workshops
- Submit assignments assigned by faculty fellows
- Meet with a faculty mentor once per month

The monthly meetings were facilitated by faculty fellows and by the GRC and El Centro de la Raza staff. They covered a range of professional and academic topics in the monthly meetings. The two required workshops could be completed through El Centro de la Raza, the Graduate Resource Center (GRC), the Graduate Student Funding Initiative (GSFI), or the Project for New Mexico Graduates of Color (PNMGC).

The 2012-2013 Fellowship had a total of 47 applicants, 20 of which were selected. Nineteen of the 20 students completed the fellowship. The information in this report is based on a web-based survey conducted by the Institute for Social Research at UNM. Sixteen of the 19 students completed the survey. The survey included various sections including demographic information, educational background, employment history, their use and satisfaction with GRC/GSFI and El Centro services, their opinions and experiences with their graduate program, reasons why they go to graduate school and finishing graduate school, their experiences with the Fellowship and their aspirations following graduate school.

Demographics

Of the 16 Fellows who completed the survey, 8 were female and 8 were male. All of the respondents identified as being of Hispanic, Latino and Spanish origin, with 9 identifying as Mexican, Mexican American, or Chicano. The other 7 identified as other. Seven respondents filled out the other category for race as follows: Human; I don't identify as a 'race'; Latino, Mestizo; Mixed; South Amerindian. The average age of respondents was 26.4 and ranged from 24 to 44.

Eight of the respondents reported living with a spouse or partner and four reported living with dependent children. Five of the 16 were citizens of another country, 2 reported being permanent residents of the U.S. and 9 reported being U.S. citizens.

Employment
Eleven respondents reported UNM as their principal employer. Three respondents reported working full-time while the other 13 reported working part-time. When asked about their employment history in the past three years, 6 reported working full-time, 8 reported working part-time, and 2 reported being students.

Educational Background
Only 2 students reported graduating from a New Mexico high school. Thirteen respondents reported themselves as 1st generation college students. Only 3 students applied to other graduate programs besides UNM. Of those three, two reported getting into one other graduate program and 1 reported getting into two other programs.

GRADUATE PROGRAM
Students were asked why they chose their graduate program. Table 1 reports the percent of students who indicated the various reasons they chose their particular program.

Table 1- Reasons for Selecting Graduate Program

	Percent of Students
Faculty/Program Reputation	68.8%
University Reputation	0%
Financial Support	37.5%
Program Requirements	25%
Course Offerings/Curricula	50%
Job Placement	25%
Location/Region	43.8%
Other*	18.8%

*The reasons explained for 'other' are as follows:
 - Personal goal
 - Spouse also studies at UNM
 - UNM is one of the few research intensive Hispanic Serving Institutions

Thirteen respondents reported they attended an orientation dedicated to graduate student issues. Fourteen reported their specific program offered an orientation, 1 student reported their program did not offer an orientation and 1 student didn't know if their program offered an orientation program. Twelve students received or were aware of a 'Graduate Student Handbook'.

Only four students reported having information about their program's completion and/or attrition rates which were included on the university or graduate program website. Five reported that the information was missing and 7 reported that they didn't know whether this information was available. Only 1 respondent reported that this information affected their decision to enroll in

their program. Three students reported that the university or program website offered information regarding job placement of recent graduates. Five reported not having this information made available and 8 were unaware if the information was available. Two reported this information affected their decision to enroll.

Students were asked to list any other professional or academic organizations they were affiliated with on campus. Some of the organizations they listed were Graduate Resource Center, Graduate Studies, Out Queer Grads, La Raza, Educational Leadership, Project for New Mexico Graduates of Color, Upward Bound Student, and Phi Lota Alpha Fraternity.

Students were asked to report their highest level of education they had completed. Ten of the 16 reported their highest level of education completed was their Bachelor's degree, 1 has their Master's degree, and 1 reported being ABD. Five reported working on their Doctoral degree (some programs accept people into PhD programs directly from their undergraduate institutions without requiring students to have a Master's degree beforehand. They can complete their Master's degree on their way to the PhD), and 11 reported working on their Master's degree. The students are affiliated with a diverse group of graduate programs. Some of the departments that the Fellows are affiliated with are American Studies, Architecture, Community & Regional Planning, Economics, History, College of Education, Linguistics, Political Science, Psychology, and Sociology.

Students were asked to report the start date for their current program. The dates ranged from August 2007 to September 2011. Four respondents reported their anticipated completion date to be May 2013, 1 person reported their anticipated completion will be in December 2013. Other respondents varied in their anticipated completion dates with May 2017 being the furthest away. No students reported taking any time off during their graduate career and 13 of the 16 reported their usual enrollment pattern as being full-time. Three students reported their usual pattern of enrollment in the summer as being enrolled.

Table 2 reports on students responses to statements about their graduate program using a 7 point Likert scale (1 strongly disagree to 7 strongly agree).   All but 1 student agreed on some level (agreed somewhat, agreed, or strongly agreed) that they understood the program requirements in their department. Other than that category, the responses are quite varied. For almost every question asked in this section, there was at least one student who chose 'strongly disagree', 'disagree', or 'somewhat disagree'.

Table 2- Graduate Program

	Average Student Response
I understand the requirements in my program	5.7
I am annually reviewed to assess my progress	4.4
There is some sense of solidarity among the students who enter the program at the same time	5
Students have an active role in program decisions that affect them	4.4
Students have little contact with each other	4.3
Experienced students mentor new students	4.7
Students freely share information with each other about opportunities and how to get through the program	5.4
I am part of a supportive student community in my program	5.1
Faculty care about students in the program	5.1
Faculty really cares about advising students	5.5
Faculty is accessible to students	5.5
I am satisfied with my choice of graduate program	5.6
My department advocates for me when necessary	5.8
My department gives me regular feedback on my progress towards degree completion	5.1
I am satisfied with my choice of this university for graduate school	5.7
My graduate program advocates for me when necessary	5.8
Faculty socializes with students	5.5
Faculty is generous with their time with students	5.4

Advisor Information

Table 3 reports advisor information and every student reported they had an advisor. Three reported not having an advisor upon starting their program. Only 1 student reported not being satisfied with the amount of time they spent with their advisor. Fifteen of the respondents agreed their advisor has been helpful.

Table 3- Advisor Information

	Average Student Response
I currently have the advisor that I want	6.1
I am satisfied with the process by which I came to have my current advisor	5.7
The manner in which I came to work with my advisor is typical in this department	5.2
I am satisfied with the amount of quality time spent with my advisor	6
My advisor has been helpful	6.4

Why Attend Graduate School

Students were asked why they attend graduate school, which is reported in Table 4. A 7 point Likert scale (1 'does not correspond at all to 7 'corresponds exactly') was used to ask to what extent a statement corresponds with why they chose to go to graduate school. Table 4 reports the average student response to these questions. Four students felt that to some degree they were wasting their time in school. Four students also wondered if they should continue their graduate education; however, all students reported they were motivated to finish their degree.

Table 4- Why Students Attend Graduate School

	Average Student Response
Because with only a Bachelor's degree I would not find a high-paying job later on	4.6
Because with only a Bachelor's degree I would not find a high enough paying job later on	4.7
Because I experience pleasure and satisfaction while learning new things	6.4
Because I think that a graduate education will help me better prepare for the career I have chosen	6.5
For the intense feelings I experience when I am communicating my own ideas to others	5.6
Honestly, I don't know; I really feel that I am wasting my time in school	1.6
For the pleasure I experience while surpassing myself in my studies	5.6
To prove to myself that I am capable of completing my graduate degree	5.1
In order to obtain a more prestigious job later on	5.7
For the pleasure I experience when I discover new things	6.2
Because eventually it will enable me to enter the job market in a field that I like	6.4
For the pleasure that I experience when I read interesting authors	4.9
I once had good reason for going to graduate school; however, now I wonder whether I should continue	2.7
For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments	5.7
Because of the fact that when I succeed in grad school I will feel important	4.4
Because I want to have 'the good life' later on	4.7
For the pleasure that I experience in broadening my knowledge about subjects which appeal o me	6.4
Because this will help me make a batter choice regarding my career orientation	5.7
For the pleasure that I experience when I feel completely absorbed by	4.9

what certain authors have written	
I can't see why I go to grad school and frankly, I couldn't care less	1.4
For the satisfaction I feel when I am in the process of accomplishing difficult academic activities	5.7
To show myself that I am an intelligent person	4.4
In order to have a better salary later on	5.2
Because my studies allow me to continue to learn about many things that interest me	6.6
I believe that a few additional years of education will improve my competence as a worker	5.7
For the 'high' feeling I experience while reading about various interesting subjects	5.5
I don't know; I can't understand what I am doing in school	1.4
Because grad school allows me to experience a personal satisfaction in my quest for excellence in my studies	5.7
Because I want to show myself that I can succeed in my studies	5.1

Finishing Degree Program

As mentioned in earlier, students were asked about finishing their degree. Table 5 reports the averages response to questions asked regarding their motivation to finish and what may be hurdles to finishing their degree. Fourteen of 15 who answered reported they strongly agreed with the statement, 'additional financial assistance would help'. All the students indicated they were motivated to finish their degree and that they would finish their degree.

Table 5- Finishing the Graduate Program

	Average Student Response
The number of hours I work affects my ability to complete my degree program	5.4
I am motivated to finish my degree	6.7
I bear the full responsibility of paying for my education	5.6
My family supports my decision to go to school	6.4
Family commitments affect my ability to complete school work	4.6
Work commitments affect my ability to complete school work	4.7
Class offerings don't fit my schedule	3
I will finish my degree	6.9
My department has encouraged me to finish my degree	5.9
My committee has been helpful	5.4
My organization skills have been helpful in getting through my degree	5.6
Additional financial assistance would be helpful	6.9
I am able to juggle classes and activities with work, family, and other obligations	5.6
Graduate school is stressful	6.2
I have a strong support network	5.5
It will take me longer than expected to complete graduate school than I expected	4.5
My department has provided helpful guidance	5.6
Mentoring/advising has contributed to my progress	6.3
Completing this degree will help me get a good job	6.3

Students were asked about their future career goals. One student indicated they wanted a tenure track position, 6 respondents reported having strong feelings against aspiring to a tenure track position. The largest number of students who indicated a position they would aspire to is 'Bureaucrat', with 5 students agreeing on some level that that it is their possible career choice.

Table 6- Possible Career Choice

	Average Student Response
Tenure Track Position	2.4
Private/Public Researcher (not professor)	3.4
Administrator	3.1
Bureaucrat	4
Something Else	3.6

GRC/GSFI

Only 1 student reported never utilizing a GRC or GSFI service. Of the 15 students who reported using services, they reported using an average of 4.9 GRC services, with the number of GRC services ranging from 2 to 20. The average number of GSFI workshops that the 13 students used was 5.4 with a range of 1 to 25 workshops attended. Three students reported they have already obtained a certificate from the GSFI and 8 responded they plan on obtaining a certificate from the GSFI. Table 7 reports the areas in which the 8 students are planning to obtain certificates.

Table 7- Program Certificate

	Percent of Students
Grant-writing	100%
PI Eligibility	50%
Research Ethics	50%
Research Compliance	75%

The GRC and GSFI offer different types of services and workshops. Table 8 reports the percent of students who utilized the different types of services offered. More students used services offered by the GRC than the GSFI. The most popular service offered was the one-on-one consultations followed by the weekly workshops on academic and professional topics. No student indicated that they used the language learning services or the thesis/dissertation writing and support groups. All respondents were aware of the services offered by the GRC/GSFI.

Table 8- Students Attending GRC/GSFI Services

	Percent of Students
Graduate Student Funding Initiative Workshops	75%
Graduate Resource Center	87.5%
One-on-One consultations for writing	50%
Thesis/dissertation boot camps	18.8%
Online writing labs (OWL)	18.8%
Research design, data analysis, and statistical methods	12.5%
Thesis/dissertation writing and support groups	0%
Weekly workshops on academic & professional topics	37.5%
Presentation skills & leadership development	25%
Language learning	0%
I am not sure of all of the available activities	0%
Other services*	12.5%

*Other services listed are:

 - Computer lab

- Free printing, computer lab, extended hours

Student Satisfaction
Students were asked about their satisfaction with the GRC and GSFI services and their average responses are reported in Table 9. A 7-point Likert scale was used with 1 representing 'strongly disagree' and 7 representing 'strongly agree'. The average response indicated that most students agreed that the GRC and GSFI services have been helpful. Respondents found the GRC staff to be slightly more helpful than GSFI staff and GSFI workshops were ranked slightly higher than the GRC workshops.

Table 9- Satisfaction with GRC/GSFI

	Average Student Response
The GRC workshops have been helpful	6
The GSFI workshops have been helpful	6.3
The workshops have helped me in my professional development	6.1
The workshops will help me finish school	5.3
I have recommended the workshops to other students	5.9
I would recommend the workshops to other students	6.1
The GRC staff have been helpful	6.7
The GSFI staff have been helpful	5.9
Consultations with the GRC staff have been helpful	6.3
Consultations with the GSFI staff have been helpful	5.7
Other GRC services I have received have been helpful	6.3

EL CENTRO DE LA RAZA
For the 15 students who had attended Fellows workshops, the average number of workshops attended was 8 and the number of workshops attended by individuals ranged from 6 to 14 (only including the 15 students who attended at least one workshop). The most popular services offered were the graduate fellowship workshops, followed by social/cultural support, community involvement, advocacy, and the computer pod with basic free printing. Table 10 reports the percent of student who have used certain services offered by the Fellows program. Three students indicated they were unsure of all the available services and activities offered by El Centro de la Raza.

Table 10- Fellows Services Used

	Percent of Students
Advisement	31.3%
Advocacy	43.8
Mentoring	25%
Internship and scholarship opportunities	31.3%
Social/cultural support	50%
Community involvement	43.8%
Leadership development	12.5%
Graduate Fellowships	62.5%
Student employment opportunities	12.5%
Home away from home facility	25%
Computer pod with basic free printing	37.5%
Break room	31.3%
Free faxing	12.5%
I am not sure of the services available	18.8%
Other services*	12.5%

*Other services are as follows:
 - Student and faculty presentation

Student Satisfaction

Table 11 reports satisfaction with Fellow services. Students were asked to what extent they found these services and activities to be helpful. A 7-point Likert scale was used to determine the average student response with 1 representing 'strongly disagree' and 7 representing 'strongly agree'. The Fellows students have high opinions of their fellowship experience. The average responses to the positive statements in the following table suggest that most students agree on some level (somewhat agree, agree, or strongly agree) that the fellowship was helpful, the GRC and El Centro staff were helpful, and that the monthly meetings were helpful. The average answer to the question, *A semester long program is long enough*, indicated that Fellows tended to neither agree nor disagree with this statement.

Table 11- Satisfaction with Fellows Services

	Average Student Response
El Centro staff have been helpful	6.3
Consultations with El Centro staff have been helpful	6.4
The Graduate Fellow monthly gatherings have been helpful	6.4
The Graduate Fellow monthly gatherings have been helpful for my academic development	6.4
The Graduate Fellow monthly gatherings have been helpful for my professional development	6.4
The Graduate Fellow monthly gatherings have been helpful for my personal development	6.4
The Graduate Fellowship will help me finish school	5.7
I have recommended the fellowship to other students	6
I would recommend the fellowship to other students	6.5
My meetings with the faculty mentors have helpful	6.4
I can relate to the faculty mentors	6.6
The faculty mentors have been helpful	6.4
The scholarship amount was just right for the amount of work required	5.2
I needed the scholarship to help me pay for school	5.2
I have made connections with other Fellows that will be helpful for me as I progress through graduate school	5.5
This program provided me strategies that will help me finish graduate school	6.1
This program served as a support system	6
Program meeting days it into my schedule	6.3
A semester long program is long enough	4.4
From this program I wish to gain professional skills that will make me successful in graduate school	6.7
From this program I wish to gain motivation and strategies needed to complete my current degree program	6.2

Students were asked to share what they found to be the most helpful aspect of the GRC and El Centro de la Raza Fellowship program. Below are the students' responses:

- To know that I have them as allies and support each semester.
- I honestly did not have a lot of contact with El Centro.
- It's difficult to choose just one thing: I found some of the requirements very helpful. For example, the requirement to turn in an academic plan at the beginning of the fall was very helpful. That exercise helped me visualize my program and work backwards to figure what I want to need to achieve and when. I found the monthly workshops very helpful as well. The CV/Resume workshop and Prime Abstract workshops were particularly helpful.

- Advice for Fellowship Mentors.
- The seminars and the faculty fellows.
- It helped me connect with other dedicated students with similar cultural backgrounds while introducing all of us to the field of academia by supplying us with mentors whom are highly qualified in their fields.
- I didn't really use their services as a graduate student as I do as an undergrad. However, I am always referring other students to El Centro.
- Resources and staff availability.
- Hearing firsthand experience of how to succeed in graduate school.
- Being able to share time with university faculty to ask questions and clarify processes.
- Providing assistance and always offering resources to students of color.
- The once a month lectures from the faculty
- Providing the fellowship
- Lectures by faculty fellows
- Total support

Students were also asked to share their suggestions for the program and what they found least helpful about the fellowship. Nine of the respondents left no comment or wrote 'N/A' as their answer. Their responses are reported below:

- The requirements of the fellowship were never 100% clear to me. Also, I wish we could find the materials online.
- This is tough. I think there were times I found particular workshops to be less helpful. It's a tough task to accommodate so many fellows and their very different disciplines, and so there were workshops that I found less helpful to my particular field. For example, the workshops on literature reviews, etc.
- Lack of group connectivity.
- Most of it was helpful. The only negative things I can say is that there was some disorganization with handing in mentor sheets and workshop summaries and there was a bit of redundancy in the presentations. Because most of the faculty fellows are academics, I think those students who are in professional programs may not have benefitted as much as those in graduate programs.
- I thought it was mainly for undergrads.
- The two monthly workshops.
- Some of the staff members.

CONCLUSION

The Fellows reported having a range of opinions about the Fellowship, about the GRC/GSFI, and about graduate school in general. Most of the respondents have favorable views of these programs; however, there were a few students who reported being disenchanted with graduate school and the programs which they attended. Half of the fellows were female and half were male. All respondents reported being of Hispanic, Latino, or Spanish origin. Only 2 respondents reported graduating from a New Mexico high school.

Most of the Fellows agreed on some level, although never very strongly, that graduate school was beneficial to them either with their future career or with their personal goals. A few respondents disagreed with the statements in Table 5, which highlights some of the various reasons that one may go to graduate school. For the future career goals of this group, the highest rated career option (neither agree nor disagree) was 'Bureaucrat'. The rest of the options, which included 'Tenure Track Position', Private/Public Researcher', Administrator', and 'Something Else', all had some level of disagreement. The average answer for these career questions ranged between strongly disagree to disagree somewhat.

The group of Fellows reported satisfaction with the GRC/GSFI services. Most of the students (87.5%) utilized the Graduate Resources Center (GRC) and 75% reported using the Graduate Student Funding Initiative's (GSFI) services. The weekly workshops on academic and professional topics accounted for most (37.5%) of the reported visits to the GRC/GSFI. All the survey respondents reported having a good opinion of the GRC/GSFI.

Only 1 student reported having not attended any Fellows workshops. For the 15 who had used the workshops, they reported having a high opinion of the Fellowship workshops and indicated that they found them to be beneficial to their completion of their program. The respondents had a slightly higher average for their opinions of the Fellowship and the Faculty Mentors than they did for the GRC/GSFI services and staff.

APPENDIX A: Additional Student Comments

Comment 1
I will suggest doing a second fellowship part, to see our development in the program and also to work towards publishing, getting jobs, and working on grants to expand research.

Comment 2
I understand the need to collect good feedback but I must day this survey was EXCESSIVELY long, especially since many of the questions were repetitive. In the future, please make the requirements for the fellowship a little more clear. We received a sheet with a list of documents in the beginning of the fellowship but it was never discussed. It was never clear to me what I needed to turn in. Also, it would be helpful if you could develop a schedule and then stick to it. I feel like the topic for the monthly meetings were NEVER the one originally programmed. Finally, please order different food from time to time. We had the EXACT same thing pretty much in every meeting.

Comment 3
Overall, I had a great experience with the fellowship. Most of the workshops were incredibly helpful. More than anything, I was appreciative of the space that the fellowship creates. In other words, I felt like the workshops were a place where people I can relate to were very honest about their thought, strategies, and feelings when either going through graduate school or the job process. The honesty was very appreciated. In addition, the fellowship provided me with a ton of practical information that I could immediately implement. I have no doubt that in the years to come, I will look back in my time in the fellowship as a big part of the reason I have been successful. The only small criticism/comment I would make is that there were times when we were told we would be emailed a certain thing (a schedule or a handout, etc.) and it wasn't emailed. Thank you.

Comment 4
Thank you!

Comment 5
I would have liked to have had more 'getting to know you' exercises with my other Fellows.

Comment 6
Very inspirational and supportive faculty in the fellowship. I really enjoyed topics and talks. They were informative and useful. Thank you!

Comment 7

I just want to say that this program was very beneficial to me. There was a lot of very good information presented on how to succeed as a graduate student and become successful in academia. I think that some of the best advice comes from faculty, since they experienced the school and job markets first hand. As a result, I would have loved to see more presentations from the GSFI and GRC that are presented by faculty.   Other topics that I would have liked to have been presented, concern stress, mental health, and time management. These are topics that may be covered by senior graduate students who have developed strategies to juggle everything and maintain physical and mental health.   A couple of the topics I would have liked to see covered the topic of mental health and dealing with stress. I know there's stigma surrounding the topic, especially in Hispanic male populations, but… (Comment cuts off there)

Comment 8
I think that students could benefit a lot more if there were more workshops and/or interaction time with the faculty fellows. A retreat would also be helpful to meet the other participants and create a cohesive group.

Comment 9
I wish there was more support for students who have family. Both, my husband and I are international students and have a child. We mostly depend on UNMCC to take care of the child. He goes part time because full time is too expensive (even with the student rate). This means that we have less than 5 hours daily to really concentrate on work and study responsibilities.

Comment 10
Keep providing this fellowship as it is a great resource and opportunity for students continue on their quest for higher education.

Comment 11
I think having workshops where we can apply the skills and knowledge that we obtain form the monthly lectures would be a very beneficial and allow the students to bond together more.

Comment 12
Thank you!

Comment 13
It is pretty awesome your support in order to pay tuition. Thanks and God Bless you.

APPENDIX B: Survey Instrument

University of New Mexico, Office of Graduate Studies
Graduate Student Fellow Survey

You are being asked to complete this survey because you received a 2011 Latina/o Graduate and Professional Student Fellowship. This fellowship is being offered by El Centro de la Raza and the Title V Graduate Resource Center. The goal of the fellowship is to serve as a support system by making resources, networks and skills available to students for the successful completion of their graduate degrees.

By participating in this survey you will be helping us to understand how we can better serve students in the future.

The survey takes about **30 minutes** to complete and all answers are strictly confidential.

If you have any questions, please contact Paul Guerin Ph.D. by email at **malachi@unm.edu**

INSTRUCTIONS:

- Answer the questions candidly and to the best of your ability.
- Instructions are provided in *italics*.
- We invite you to elaborate on any answers by typing comments in the space provided at the end of the survey.

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

Thank you for participating in our 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.

EDUCATION AND CURRENT GRADUATE PROGRAM

A1. What is your highest level of education completed? (*Do not include the current degree*) _____

    1. Bachelor's Degree

    2. Master's Degree

    3. ABD

    4. Ph.D.

    5. Other; specify: _____

    (e.g. J.D., Ed.D., M.D., M.P.H., etc.)

A2. What is your current departmental affiliation? (i.e. Biology, Psychology, etc.)
_____

A3. Are you currently completing your master's degree, doctoral degree, or some other degree?
_____

1. Master's Degree   2. Doctoral Degree

3. J.D.   4. M.D.

5. Other; specify: _____

A4. 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 program.)* Month/Year: _____/_____

A5. Graduate programs have many requirements that students must fulfill. Please indicate the completion status of the following requirements.

	Not a requirement in my program	Remains to be completed	I have completed
Classes and coursework			
Master's Degree			

Comprehensive exam in the middle of the program (also known as qualifiers, comps, cumulative exams)			
Written proposal of planned dissertation work			
Oral defense of planned dissertation work			
Required teaching or teaching assistant position			
Advancement to candidacy (also known as achieving dissertator status			
Oral defense of completed dissertation			

A6. What is your anticipated completion date (Month/Year)? _____/_____

A7. What has been your usual pattern of enrollment?

A7a. During academic years I have primarily enrolled: _____

1. Part-time

2. Full-time

A7b. During summers I have primarily spent my time? (*If this is your first semester please select 'N/A')*: _____

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

4. N/A

A8. Have you taken at least one term off (excluding summer) during this graduate program? (*If this is your first semester please select 'N/A')* _____

1. Yes   2. No   3. N/A

A9. What were the main reasons you selected this graduate degree program *(Check all that apply)*:

Faculty/Program reputation	
University reputation	
Financial support	
Program requirements	
Course offerings/curricula	
Job placement	
Location/region	
Other services, please list:	

A10. Did you graduate from a New Mexico high school? _____

1. Yes   2. No

A11. Did you apply to other graduates schools in addition to UNM? _____

1. Yes   2. No

A11a. If yes, how many other graduate school programs were you accepted into? _____

GRADUATE RESOURCE CENTER, GRADUATE STUDENT FUNDING INITIATIVE & EL CENTRO DE LA RAZA SERVICES

B1. Have you utilized GRC or GSFI services? _____

1. Yes   2. No

B2. In what semester and year did you first use a GRC or GSFI service?

_____   _____

Semester   Year

B3. What services provided by the Graduate Resource Center and Graduate Student Funding Initiative have you used? *(Check all that apply)*

Graduate Student Funding Initiative Workshops	
Graduate Resource Center Workshops	
One-on-one consultations writing (e.g., course papers, abstracts, literature reviews, and theses/dissertations)	
Thesis/dissertation boot camps	
Online Writing Lab (OWL) for feedback via e-mail	
Research design, data analysis, and statistical methods	
Thesis/dissertation writing and support groups	
Weekly workshops on academic and professional topics	
Presentation skills and leadership development	
Language learning	
Other services, please list:	
I am not sure of all of the available activities	

B4. What services provided by El Centro de la Raza have you used? *(Check all that apply)*

Advisement (e.g. academic, financial aid, career, and personal counseling)	
Advocacy	

Mentoring	
Internship and scholarship opportunities	
Social/cultural support	
Community involvement	
Leadership development	
Graduate fellowships	
Student employment opportunities	
Home away from home facility	
Computer pod with basic free printing	
Break room equipped with refrigerator, microwave, and lunch supplies	
Free faxing	
Other services, please list:	
I am not sure of all of the available activities	

B5. Number of GRC workshops attended to date: _____

B6. Number of GSFI workshops attended to date: _____

B7. Number of Fellows workshops attended to date: _____

B8. Are you planning to obtain a certificate? _____

1. Yes   2. No   3. I have already obtained a certificate

    B8a. If yes, which one(s)? *(Check all that apply)*

_____ Grant-writing

_____ PI Eligibility

_____ Research Ethics

_____ Research Compliance

B9. Satisfaction with Graduate Resource Center (GRC), El Centro de la Raza, and Graduate Student Funding Initiative (GSFI) services.

	Strongly disagree	Disagree	Disagree some-what	Neither agree or disagree	Agree some-what	Agree	Strongly agree	Don't know/ Refuse
The GRC workshops I have attended have been helpful.								
The GSFI workshops I have attended have been helpful.								
The workshops have helped me in my professional development.								
The workshops will help me finish school.								
I have recommended the workshops to other students.								

I would recommend the workshops to other students.								
GRC staff has been helpful.								
GSFI staff has been helpful.								
El Centro staff has been helpful.								
Consultations with GRC Staff have been helpful.								
Consultations with El Centro Staff have been helpful.								
Consultations with GSFI Staff have been helpful.								
Other GRC services I have received have been helpful.								

B10. Satisfaction with Graduate Resource Center (GRC) and El Centro de la Raza services for Fellows.

	Strongly agree	Agree	Agree some-	Neither agree or	Disagree some-	Disagree	Strongly disagree	Don't know/

			what	disagree	what			Refuse
The Graduate Fellow monthly gatherings have been helpful.								
The Graduate Fellow monthly gatherings have been helpful for my academic development.								
The Graduate Fellow monthly gatherings have been helpful for my professional development.								
The Graduate Fellow monthly gatherings have been helpful for my personal development.								
The Graduate Fellowship will help me finish school.								
I have recommended the fellowship to other students.								
I would recommend the fellowship to other students.								
My meetings with the Faculty Mentors have been helpful.								
I can relate to the Faculty Mentors.								
The Faculty Mentors have been helpful.								
The scholarship amount was just right for the amount								

of work required.								
I needed the scholarship to help me pay for school.								
I have made connections with other Fellows that will be helpful for me as I progress through graduate school.								
This program provided me strategies that will help me finished graduate school.								
This program served as a support system.								
Program meeting days fit into my schedule.								
A semester long program is long enough.								

B11. From this program my preference is to acquire:

	Strongly agree	Agree	Agree some-what	Neither agree or disagree	Disagree some-what	Disagree	Strongly disagree	Don't know/ Refuse
Professional skills that will make me successful in graduate school.								
Motivation and strategies needed to complete my current degree program.								

GENERAL UNIVERSITY AND GRADUATE PROGRAM QUESTIONS

C1. Do you currently have an advisor? _____

(Advisor means the one faculty member you have as your academic advisor, dissertation chair, or research supervisor whom you consider your primary formal advisor. If you have co-advisors, answer questions in reference to the one person with whom you work most closely. If you don't have an advisor skip to C4)

1. Yes   2. No

C2. Did you have an advisor immediately upon beginning the graduate program? _____

(*If your program started with a master's degree, consider that the beginning of your doctoral program.)*

1. Yes   2. No

C3. Tell us about your relationship with your advisor. Rate the extent to which each statement describes your relationship.

Of my advisor, I would say:	Strongly disagree	Disagree	Disagree some-what	Neither agree or disagree	Agree some-what	Agree	Strongly agree	Don't know/ Refuse
I currently have the advisor I want								
I am satisfied with the process by which I came to have my current advisor.								
The manner in which I came to work with my advisor is typical in this department.								
I am satisfied								

with the amount and quality of time spent with my advisor.							
My advisor has been helpful.							

C4. Tell us about your graduate program. Rate the extent to which each statement describes your program.

Of my program, I would say:	Strongly disagree	Disagree	Disagree some-what	Neither agree or disagree	Agree some-what	Agree	Strongly agree	Don't know/ Refuse
I understand the requirements in my program.								
I am annually reviewed to assess my progress.								
There is some sense of solidarity among the students who enter the program at the same time.								
Students have an active role in program decisions that affect them.								
Students have little contact with each other.								
Experienced students mentor new students.								
Students freely share information								

with each other about opportunities and how to get through the program.								
I am part of a supportive student community in my program.								
Faculty care about students in the program.								
Faculty really cares about advising students.								
Faculty is accessible to students.								
I am satisfied with my choice of graduate program.								
My department advocates for me when necessary.								
My department gives me regular and constructive feedback on my progress towards degree completion.								
I am satisfied with my choice of this university for graduate school.								
My graduate program								

encourages me to complete my degree.							
Faculty socializes with students.							
Faculty is generous with their time with students.							

C5. Why do you go to Graduate School?

(Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you go to graduate school)

Does not correspond at all		Corresponds a little		Corresponds moderately		Corresponds a lot		Corresponds exactly
1	2	3	4	5	6	7

	1	2	3	4	5	6	7	Don't know/ Refuse

Because with only a bachelors degree I would not find a high-paying job later on.								
Because with only a bachelors degree I would not find a high enough paying job later on.								
Because I experience pleasure and satisfaction while learning new things.								
Because I think that a graduate education will help me better prepare for the career I have chosen.								
For the intense feelings I experience when I am communicating my own ideas to others.								
Honestly, I don't know; I really feel that I am wasting my time in school.								
For the pleasure I experience while surpassing myself in my studies.								
To prove to myself that I am capable of completing my graduate degree.								
In order to obtain a more prestigious job later on.								
For the pleasure I experience when I discover new things								
Because eventually it will enable me to enter the job market in a field that I like.								
For the pleasure that I experience when I read interesting authors.								

I once had good reasons for going to grad school; however, now I wonder whether I should continue.								
For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.								
Because of the fact that when I succeed in grad school I will feel important.								
Because I want to have "the good life" later on.								
For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.								
Because this will help me make a better choice regarding my career orientation.								
For the pleasure that I experience when I feel completely absorbed by what certain authors have written.								
I can't see why I go to grad school and frankly, I couldn't care less.								
For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.								
To show myself that I am an intelligent person.								
In order to have a better salary later on.								
Because my studies allow me to continue to learn about								

many things that interest me.									
Because I believe that a few additional years of education will improve my competence as a worker.									
For the "high" feeling that I experience while reading about various interesting subjects.									
I don't know; I can't understand what I am doing in school.									
Because grad school allows me to experience a personal satisfaction in my quest for excellence in my studies.									
Because I want to show myself that I can succeed in my studies.									

C6. Did the university offer any orientation workshops or sessions that were devoted to graduate student issues? _____

1. Yes   Did you attend?   _____ Yes   _____ No

2. No

3. Don't Know

C7. Did your graduate program offer a formal orientation to the program in addition to any university graduate orientation programs? _____

1. Yes   Did you attend?   _____ Yes   _____ No

2. No

3. Don't Know

C8. Did you receive or are you aware of a "Graduate Student Handbook," or other orientation guide, (either printed or online)? _____

1. Yes   2. No

C9. Was information about the university's graduate program completion and/or attrition rates included on the university or graduate program website or in other orientation materials? _____

1. Yes; Did this affect your decision to enroll?   _____ Yes   _____ No

2. No

3. Don't know

C10. Was information about the job placement of recent graduates included on the university or graduate program website or in other orientation materials? _____

1. Yes; Did this affect your decision to enroll?   _____ Yes   _____ No

2. No

3. Don't know

C11. Tell us about your finishing your graduate program. Rate the extent to which each statement describes your situation.

	Strongly disagree	Disagree	Disagree some-what	Neither agree or disagree	Agree some-what	Agree	Strongly agree	Don't know/ Refuse
The number of hours I work affects my ability to complete my degree program.								
I am motivated to finish my degree.								
I bear the full responsibility of paying for my education.								
My family supports my decision to go to								

school.							
Family commitments affect my ability to complete school work.							
Work commitments affect my ability to complete school work.							
Class offerings don't fit my schedule.							
I will finish my degree.							
My department has encouraged me to finish my degree.							
My committee has been helpful.							
My organizational skills have been helpful in getting thru my degree.							
Additional financial assistance would help.							
I am able to juggle classes and activities with work, family, and other obligations.							
Graduate school is stressful.							
I have a strong support network.							
It will take me longer to complete graduate school than I expected.							
My department has provided helpful guidance.							
Mentoring/advising							

has contributed to my progress.								
Completing this degree will help me get a good job.								

C12. Tell us about your aspirations after you finish your program. Please rate each of the following career paths for how strongly you would like to pursue each after you finish your program.

	Strongly disagree	Disagree	Disagree some-what	Neither agree or disagree	Agree some-what	Agree	Strongly agree	Don't know/ Refuse
Tenure Track Position								
Private/Public Researcher (Not Professor)								
Administrator								
Bureaucrat								
Something Else								

EL CENTRO DE LA RAZA

D1. How many times did you meet with your Fellows faculty mentor? _____

D2. What was the most helpful thing about El Centro de la Raza program?

_____

_____

D3. What was the least helpful thing about El Centro de la Raza program?

_____

_____

D4. Was scholarship amount important to you? _____

1. Yes   2. No

DEMOGRAPHICS

E1. What is your Gender?   _____

1. Male   2. Female

E2. What is your year of birth? _____

E3. What is your legal residency status? _____

   1. U.S. Citizen

   2. Permanent Resident of U.S.

   3. Non-U.S. Citizen (Citizen of another country)

E4. Are you of Hispanic, Latino, or Spanish origin? _____

(Choose only one of the following)

   1- No, not of Hispanic, Latino, or Spanish origin

   2- Yes, Mexican, Mexican Am., Chicano

   3- Yes, Puerto Rican

   4- Yes, Cuban

   5- Yes, another Hispanic, Latino, or Spanish origin (e.g. Argentinean, Colombian,

Dominican, Nicaraguan, Salvadoran, Spaniard etc.).

Please specify _____

E5. What is your race? _____

(Choose only one of the following)

1- White	4- Asian Indian	9- Filipino
2- Black, African American	5- Chinese	10- Native Hawaiian
	6- Japanese	11- Samoan
3- American Indian or Alaska Native	7- Korean	12- Guamanian or Chamorro
	8- Vietnamese	

13- Other Asian, other Pacific Islander or some other race:

Please specify _____

E6. Are you a: _____

1. First generation college student

2. Second generation college student

3. Third generation college student or more

E7. Is your father's heritage of Hispanic, Latino, or Spanish origin? _____

(Choose only one of the following)

1- No, not of Hispanic, Latino, or Spanish origin

2- Yes, Mexican, Mexican Am., Chicano

3- Yes, Puerto Rican

4- Yes, Cuban

5- Yes, another Hispanic, Latino, or Spanish origin (e.g. Argentinean, Colombian,

Dominican, Nicaraguan, Salvadoran, Spaniard etc.).

Please specify_____

E8. The race that most represents my father's heritage is: _____

(Choose only one of the following)

1- White	4- Asian Indian	9- Filipino
2- Black, African	5- Chinese	10- Native Hawaiian
American	6- Japanese	11- Samoan
3- American Indian or	7- Korean	12- Guamanian or
Alaska Native	8- Vietnamese	Chamorro

13- Other Asian, other Pacific Islander or some other race:

Please specify _____

E9. Is your mother's heritage of Hispanic, Latino, or Spanish origin? _____

(Choose only one of the following)

1- No, not of Hispanic, Latino, or Spanish origin

2- Yes, Mexican, Mexican Am., Chicano

3- Yes, Puerto Rican

4- Yes, Cuban

5- Yes, another Hispanic, Latino, or Spanish origin (e.g. Argentinean, Colombian,

Dominican, Nicaraguan, Salvadoran, Spaniard etc.).

Please specify_____

E10. The race that most represents my mother's heritage is: _____

(Choose only one of the following)

1- White	Alaska Native	7- Korean
2- Black, African	4- Asian Indian	8- Vietnamese
American	5- Chinese	9- Filipino
3- American Indian or	6- Japanese	10- Native Hawaiian

11- Samoan

12- Guamanian or

  Chamorro

13- Other Asian, other Pacific Islander or some other race:

Please specify _____

E11. Are you currently employed? _____

1. Yes   2. No

E12. What is your current employment status? _____

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

   2 - Part-time

E13. If you are employed, how many hours do you work within a given week? _____

E14. Is your principal employer UNM? _____

1. Yes   2. No

E15. What is your primary job? _____

E16. What has been your usual employment status in the last three years? _____

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

   2 - Part-time

   3 - Student

   4 - Unemployed

E17. Do you have a spouse or partner who lives with you? _____

1. Yes   2. No

E18. Do you have any dependent children who live with you? _____

1. Yes   2. No

E19. If yes, how many dependent children live with you? _____

E20. Please list any campus organizations with which you are affiliated:

Name of organization	Length of affiliation in months

This concludes the survey. Thank you for your participation!

FINAL THOUGHTS AND SUGGESTIONS

Please provide us with any additional comments you may have:

_____

_____

_____

_____

_____