



The University of New Mexico

Review of Services Provided by the Graduate Resource Center and Graduate Student Funding Initiative October 2011-September 2012

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INTRODUCTION

The following reports information collected from TutorTrac. TutorTrac is an online management software program developed by Redrock Software Corporation for learning, writing, tutoring departments, and academic skills centers. TutorTrac is used to record contacts with students and is the software used by the GRC to record individual and group contacts. The University of New Mexico's Center for Academic Program Support (CAPS) which uses TutorTrac has modified the software to be used by GRC and GSFI staff for GRC and GSFI contacts. Information is reported for October 2011 through September 2012.

Information is reported in two ways and the distinction is important to understand. First, information is reported for students and second for services. Because individual students can participate in multiple services there are more services reported than students. TutorTrac records indicate 1,316 students received 5,626 services from the Graduate Resource Center (GRC) and the Graduate Student Funding Initiative (GSFI) between October 2011 and September 2012.

Demographics

Table 1 reports the gender of the students receiving services from the GRC and the GSFI. Of the 1,316 students that used these services, 64.6 percent were female and 35.4 percent were male.

Table 1 – Gender

Gender	Number of Students	Percent
Female	850	64.6%
Male	466	35.4%
TOTAL	1,316	100%

Table 2 reports the race/ethnicity of the students using GRC and GSFI services. This year there was an additional category of 'multi-racial'. Race/ethnicity was missing for 413 students. This category includes both missing and students who preferred not to report their race/ethnicity. Similar to last year, the greatest percentages of students using services identified as Hispanic (27.3%) and White (28.6%). The lowest percentage of students using services identified as multi-racial (0.3%).

Table 2 – Race/Ethnicity

Race/Ethnicity	Number of Students	Percent
African American/Black	35	2.7%
Multi-Racial	4	0.3%
Asian-Pacific Islander	88	6.7%
Hispanic	359	27.3%
American Indian	40	3%
White/Non-Hispanic	377	28.6%
Total	903	68.6%

Students and Contacts

As noted earlier, approximately 1,316 students received 5,682 services from the Graduate Resource Center (GRC) and the Graduate Student Funding Initiative (GSFI) between October 2011 and September 2012. Table 3 shows the number of contacts by type. These contacts included writing camps, support groups, workshops, Academy and Fellow events, Growls, orientations, Jump Start Institute, and other individual consultations for reasons such as help with statistics, graduate school preparation, and grant proposal reviews.

GRC Group Instruction accounted for 57.5% of all contacts, GSFI Group Instruction (primarily GSFI Workshops) accounted for 20.9% of all contacts, GRC Individual accounted for 20.3% of all contacts, and GRC-GSFI Individual accounted for 1.3% of the contacts. Because only 17 of the GSI individual contacts were entered into TutorTrac the remaining tables only include these contacts. The other 56 GSFI individual contacts were provided separately. In the future we hope all contacts are entered into TutorTrac. The next table (Table 4) further describes the type of contact.

Table 3 – Contact Type

Name	Number of Contacts	Percent
GRC Group Instruction	3,272	57.5%
GSFI Group Instruction	1,185	20.9%
GSFI Individual	73	1.3%
GRC Individual	1,152	20.3%
TOTAL	5,682	100%

Table 4 further describes the contact type by service. The table reports the services by total and contact type. The largest number and percent of services were Workshops (29.7%), followed by Writing Camps (26.0%), Writing (10.2%), Support Groups (8.9%), and Other Workshops (5.4%). These five services accounted for 80.2% of all services.

Throughout the school year, including the summer, the GRC offers a series of Thesis and Dissertation Writing Camps that are typically week-long or week-end long. Boot camp attendees have the option to commit to full days of writing or opt for half-day time slots: 8:30-12:00 p.m. or 1:00-4:30 p.m. Writing camp contacts are typically counted based on the half-day time slots. For example, an individual who attends a week-long Writing Camp, which is typically 5 days, has 10 contacts of 3.5 hours (or 210 minutes). Services are counted in this way because while students commit to the entire Boot Camp they at times do not attend every Boot Camp time slot. Counting contacts in this way allows the GRC to accurately track attendance.

In the review of services we also found that some students attend multiple services on a given day. This most typically includes Workshops but also includes Support Groups and Growls. TutorTrac appears to under-report GRC-GSFI Group Instruction, which are almost always GSFI workshop attendance. As indicated in Table 4, 1,176 GRC-GSFI Group Instruction Workshops were reported. This compares to 1,315 Workshop attendees reported in Table 6 of the Workshop Evaluation report (*Preliminary Review of Graduate Resource Center and Graduate Student Funding Initiative Workshops Evaluations – October 2011 thru September 2012*). We don't know why this occurs. Because TutorTrac is also based on the number of attendees who signed in for each workshop these counts should not vary.

Table 4 – Contact Type by Service

	Total		GRC Group Instruction		GSFI Group Instruction		GSFI Individuals		GRC Individuals	
	Count	%	Count	%	Count	%	Count	%	Count	%
Academy	33	0.6	33	1.0	0	0.0	0	0.0	0	0.0
Boot Camp	1,461	26.0	1,461	44.7	0	0.0	0	0.0	0	0.0
Boot Camp Consultation	106	1.9	1	0.0	0	0.0	15	88.2	90	7.8
Collaborative Event	79	1.4	79	2.4	0	0.0	0	0.0	0	0.0
Conference	19	0.3	19	0.6	0	0.0	0	0.0	0	0.0
Evening Lab	46	0.8	0	0.0	0	0.0	0	0.0	46	4.0
Fellowship	163	2.9	163	5.0	0	0.0	0	0.0	0	0.0
Growl	213	3.8	0	0.0	0	0.0	0	0.0	213	18.5
Jump Start	104	1.8	104	3.2	0	0.0	0	0.0	0	0.0
Orientation	109	1.9	109	3.3	0	0.0	0	0.0	0	0.0
Other Workshop	306	5.4	306	9.4	0	0.0	0	0.0	0	0.0
Prep for Grad School	14	0.2	0	0.0	0	0.0	0	0.0	14	1.2
Professional	1	0.0	0	0.0	0	0.0	1	5.9	0	0.0
Stats	209	3.7	0	0.0	0	0.0	1	5.9	208	18.1
Support Group	502	8.9	502	15.3	0	0.0	0	0.0	0	0.0
Workshop	1,671	29.7	495	15.1	1,176	99.2	0	0.0	0	0.0
Writing	572	10.2	0	0.0	0	0.0	0	0.0	572	49.6
Unknown	18	0.3	0	0.0	9	0.8	0	0.0	9	0.8
TOTAL	5,626	100.0	3,272	100.0	1,185	100.0	17	100.0	1,152	100.0

Table 5 reports the number of contacts by semester. The number of contacts varied by semester. The fewest contacts occurred in Summer 2012, followed by Fall 2012, and then Fall 2011. Spring 2012 showed the greatest number and percent of contacts. It is not surprising the Summer 2012 and Fall 2012 showed fewer contacts and this is due to the fact the Summer school semester is shorter and, because of the reporting time frame, we only report two months in the Fall 2012 semester.

Table 5- Contacts by Semester

Semester	Number	Percent
Spring 2012	2,349	41.8%
Summer 2012	927	16.5%
Fall 2011	1,318	23.4%
Fall 2012	1,032	18.3%
Total	5,626	100%

Table 6 reports the number of contacts by month and year. The largest numbers of contacts were in October 2011 and March 2012 (11.5%). The fewest number of contacts were in December 2011 (2.5%) and May (2.2%). Because these months occur at the end and beginning of the Fall and Spring semesters, this is not unexpected.

Table 6 – Number of Contacts by Month/Year

Month/Year	Number of Contacts	Percent
October 2011	645	11.5%
November 2011	533	9.5%
December 2011	140	2.5%
January 2012	477	8.5%
February 2012	610	10.8%
March 2012	647	11.5%
April 2012	490	8.7%
May 2012	125	2.2%
June 2012	456	8.1%
July 2012	471	8.4%
August 2012	470	8.4%
September 2012	562	10%
TOTAL	5,626	100%

Table 7 reports the type of contacts by month and year. The percents are out of the 5,626 contacts provided, not out of the total of each category.

Table 7 – Type of Contacts by Month/Year

Month/Year	GRC Group Instruction		GRC-GSFI Group Instruction		GRC Individuals		GRC-GSFI Individuals		
	Number of Contacts	Percent	Number of Contacts	Percent	Number of Contacts	Percent	Number of Contacts	Percent	
October 2011	269	4.8%	234	4.2%	133	2.4%	9	0.2%	
November 2011	296	5.3%	106	1.9%	125	2.2%	6	0.1%	
December 2011	106	1.9%	2	0.04%	31	0.6%	1	0.02%	
January 2012	384	6.8%	45	0.8%	48	0.9%	0	-	
February 2012	374	6.6%	112	2%	124	2.2%	0	-	
March 2012	420	7.5%	89	1.6%	138	2.5%	0	-	
April 2012	338	6%	51	0.9%	101	1.8%	0	-	
May 2012	77	1.4%	2	0.04%	46	0.8%	0	-	
June 2012	239	4.2%	122	2.2%	95	1.7%	0	-	
July 2012	264	4.7%	118	2.1%	89	1.6%	0	-	
August 2012	348	6.2%	42	0.7%	80	1.4%	0	-	
September 2012	269	4.8%	148	2.6%	142	2.6%	1	0.02%	
Total	3,384	60.1%	1,071	19%	1,152	20.5%	17	0.3%	
TOTAL								5,626	

Table 8 reports the number of contacts. On average, students had 4.3 contacts. More than half the students used a GRC or GSFI service one time. Almost 29% of the students had between 2 and 5 contacts with the GRC/GSFI, 10.5% of students had between 6 and 10 contacts, and 5.7% used services up to 20 times during the time this report covers. Slightly less than 4% (3.6%) of students had 21 or more GRC/GSFI contacts, with one student having 91 contacts!

Table 8 – Number of Contacts

Number of Contacts	Number of Students	Percent
1	677	51.4%
2 to 5	378	28.7%
6 to 10	138	10.5%
11 to 20	75	5.7%
21+	48	3.6%
TOTAL	1,316	100%

The next table (Table 9) reports the total length of contact hours. Interestingly, 8% (105) of the students had a total service length of less than one hour. Almost 23% had total service lengths of

one hour and 7.6% had total service lengths between one and two hours. This corresponds to the largest number of students only using one service from the GRC/GSFI.

On average, students had a total service length of 8 hours and 9 minutes and a median of 1 hour and 30 minutes. The student in Table 8 with 91 contacts received a total of 322.4 hours of services.

Table 9 – Length of Contacts in Hours

Total Length of Contact(s) in Hours	Number of Students	Percent
Less than 1 hour	105	8%
One hour	300	22.8%
Between 1 and 2 hours	100	7.6%
2 to 3 hours	260	19.8%
3 to 5 hours	93	7.1%
5 to 10 hours	206	15.7%
10 to 20 hours	127	9.7%
20 to 40 hours	74	5.6%
40 to 80 hours	29	2.2%
More than 80 hours	22	1.7%
TOTAL	1,316	100%

Departments and Colleges

Table 10 reports the college the student attends at UNM. Twelve colleges and schools are represented in the table and there is not a category for ‘interdisciplinary studies’ in Table 10. Table 11 indicates whether students are enrolled in interdisciplinary studies. Around 33% are enrolled in the College of Arts & Sciences which is the largest percent of students. The College of Pharmacy and the School of Law have the lowest percent of students that used GRC/GSFI services for this reporting period.

Table 10 – College Attending at UNM

College	Number of Students	Percent
Anderson School of Management	44	3.3%
College of Arts & Sciences	439	33.4%
School of Architecture & Planning	40	3%
College of Education	258	19.6%
College of Fine Arts	32	2.4%
College of Nursing	24	1.8%
College of Pharmacy	5	0.4%
School of Engineering	105	8%
School of Law	1	0.1%
School of Medicine	33	2.5%

School of Public Administration	53	4%
Non-Degree	259	19.7%
University College	8	0.6%
Total	1,301	98.9%
Missing	15	1.1%
TOTAL	1,316	100%

Table 11 reports the Department students were attending while receiving services from the GRC/GSFI. The highest numbers of students receiving services were not enrolled in a department and are Non-Degree seeking students (19.7%). In total, there are 61 departments represented. There are also 15 cases of the department information missing which is consistent with the missing information in table 8.

Table 11 – Department Attending at UNM

Department	Number	Percent
Accounting	8	0.6%
American Studies	24	1.8%
Anthropology	37	2.8%
Architecture	5	0.4%
Art & Art History	16	1.2%
Biochemistry & Molecular Biology	2	0.2%
Biology	32	2.4%
Biomedical Sciences	9	0.7%
Business Administration	36	2.7%
Chemical & Nuclear Engineering	2	0.2%
Chemistry	6	0.5%
Cinematic Arts	5	0.4%
Civil Engineering	7	0.5%
Communication & Journalism	33	2.5%
Community & Regional Planning	17	1.3%
Computer Science	19	1.4%
Dental Medicine	4	0.3%
Earth & Planetary Sciences	12	0.9%
Economics	26	2%
Educational Leadership & Organizational Learning	20	1.5%
Educational Specialties	30	2.3%
Electrical & Computer Engineering	21	1.6%
Emergency Medical	1	0.1%
Engineering	44	3.3%
English	18	1.4%
Foreign Languages & Literature	10	0.8%
Geography	14	1.1%
Graduate Interdisciplinary Studies	15	1.1%
Health, Exercise, and Sport Sciences	46	3.5%

History	26	2%
Individual, Family, and Community Education	57	4.3%
Landscape Architecture	15	1.1%
Language, Literacy, Sociocultural Studies	51	3.9%
Latin American Studies	9	0.7%
Law	1	0.1%
Linguistics	19	1.4%
Mathematics & Statistics	10	0.8%
Mechanical Engineering	5	0.4%
Medicine	3	0.2%
Music	6	0.5%
Nursing	24	1.8%
Occupational Therapy	13	1%
Optical Science & Engineering	6	0.5%
Organizational Learning & Instructional Technology	29	2.2%
Pharmaceutical Sciences	3	0.2%
Philosophy	4	0.3%
Physical Therapy	1	0.1%
Physics	10	0.8%
Political Science	27	2.1%
Psychology	51	3.9%
Public Administration	46	3.5%
Public Health	7	0.5%
Radiologic Sciences	2	0.2%
Secondary Education	4	0.3%
Sociology	26	2%
Spanish & Portuguese	23	1.7%
Speech & Hearing Sciences	8	0.6%
Teacher Education	22	1.7%
Theater & Dance	5	0.4%
University Studies	10	0.8%
Non-Degree	259	19.7%
Total	1,301	98.9%
Missing	15	1.1%
TOTAL	1,316	100%

CONCLUSION

This report covers the time period of October 2010 thru September 2011. A total of 1,316 students received 5,626 services from the Graduate Resource Center and the Graduate Student Funding Initiative. Students received a minimum number of 1 contact per student and a maximum of 91 contacts per student with an average of 4.3 contacts per student. The average length of service hours provided was 2 hours and 43 minutes.

Contacts types include GRC Group instruction (academy, boot camps, Jump Start), GRC individual consultations (boot camp consultation, labs, GrOWLS) and categories titled: GRC-GSFI group instruction and GRC-GSFI individual contacts.

For the race/ethnicity category, most people reported their race/ethnicity as being either Hispanic (27.3%) or white (28.6%). Smaller percentages represent Asian-Pacific Islander (6.7%), American Indian (3%), African American-Black (2.7%), and multi-racial (0.3%). About 31% of individuals either preferred not to specify their race/ethnicity or never reported their race/ethnicity.

Out of the twelve colleges and schools accounted for in Table 8, over 50% of the students reported being enrolled in either the College of Arts & Sciences (33.7%) or the College of Education (19.8%).