



The University of New Mexico

Review of Services Provided by the Graduate Resource Center and Graduate Student Funding Initiative October 2012- September 2013

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INTRODUCTION

The following material reports information collected from TutorTrac in 2012-2013. 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 Graduate Resource Center (GRC) and the Graduate Student Funding Initiative (GSFI) 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 2012 through September 2013.

Demographics

Table 1 reports the gender of the students receiving services from the GRC and the GSFI. Of the 1,265 different students using services from the GRC and GSFI, 38.7% were male and 61.3% were female. This distribution is quite similar to the 2011-2012 reporting year. There was a 3.3% increase of male service-users and a decrease of 3.3% for female service-users. An additional column reports the gender percentage for the graduate/professional student university population.

Gender	Number of Students	Percent	University Percent
Female	776	61.3	56.4
Male	489	38.7	43.6
Total	1,265	100	100

Table 2 reports the race/ethnicity of the students who used GRC and GSFI services for the reporting year. A notable difference from last year is this year's TutorTrac data disaggregated American Indian/Alaska Native by Pueblo in New Mexico. Almost 6% of students who received GRC or GSFI services were American Indian and Table 2 reports by Pueblo if the respondent reported belonging to a Pueblo. The largest percent of students reported being Hispanic/Latino (26.3%). The next largest group of students reported White as their race/ethnicity (24.3%). Slightly more than 3% reported Asian/Pacific Islander as their race/ethnicity and 2.4% reported Black/African American as their race/ethnicity. More than one-third of the students did not report their race/ethnicity.

An additional column in Table 2 reports the race/ethnicity percentages for the whole graduate population. This column allows for a comparison of the race/ethnicity of students using services to the race/ethnicity of the university population. The information was taken from the 2013 annual enrollment report from the Office of the Registrar. Because there is no category for 'Foreign' in the enrollment report, the graduate percentage will not add up to 100%. Furthermore, the enrollment report does not disaggregate American Indian Tribes so the percentage for American Indian for the university population includes all American Indians.

Table 2: Race/Ethnicity			
	Number of Students	Percent	Graduate Percent
Hispanic/Latino	333	26.3	26.2
White non-Hispanic	307	24.3	48.9
Asian/Pacific Islander	40	3.2	-
African American/Black	30	2.4	1.8
Asian	7	0.6	3.8
Several race/ethnicity	2	0.2	1.6
Hawaiian, other Pacific Islander	1	0.1	0.1
American Indian (tribe not specific)	38	3	3.9
Navajo Dine	26	2.1	-
Santo Domingo Pueblo	3	0.2	-
Santa Clara Pueblo	1	0.1	-
Santa Ana Pueblo	1	0.1	-
Laguna Pueblo	1	0.1	-
Isleta Pueblo	1	0.1	-
Prefer not to specify	42	3.3	-
Unavailable	432	34.2	1.6
Total	1,265	100	87.9

Students and Contacts

A total of 1,265 students received 4,614 services from the GRC and/or the GSFI between October 2012 and September 2013. Table 3 reports the number of contacts by type. The table also shows the reason the students came to the GRC or GSFI. These contacts include boot camps, support groups, workshops, Academy, Fellowship, events, GrOWLs, orientations, Jump Start Institute, and other individual consultations for reasons such as help with statistics and graduate school preparation. Workshops offered by both the GRC and the GSFI constituted the largest percent of contacts (35.9%). Boot camps accounted for 14.3% of services used, followed by Writing (12%), GrOWL (7.5%), Evening Lab (7.4%), and Support Groups (5.9%). Services that were used less often than the above services include Jump Start (5.1%), Fellowship (2.8%), Stats (2.6%), Prep for Grad School (1.9%), OGS Workshops (1.3%), Boot Camp Consultations (1.3%), Academy services (1%), Collaborative Events (0.5%), and RGSA Workshops (0.3%). Thirteen contacts were recorded under the GRC-GSFI Group Instruction category that were missing the reason for the visit.

Visit Reason	Visit Center			Number of Students	Percent
	GRC-Group Instruction	GRC-GSFI Group Instruction	GRC Individuals		
Workshop	716	941	-	1,657	35.9
Boot Camp	660	-	-	660	14.3
Writing	-	-	552	552	12.0
GrOWL	-	-	346	346	7.5
Evening Lab	64	-	277	341	7.4
Support Group	271	-	-	271	5.9
Jump Start	234	-	-	234	5.1
Fellowship	131	-	-	131	2.8
Stats	-	-	118	118	2.6
Prep for Grad School	1	-	85	86	1.9
GS Workshop	62	-	-	62	1.3
Boot Camp Consultation	-	-	58	58	1.3
Academy	44	-	-	44	1.0
Collaborative Event	25	-	-	25	0.5
RGSA Workshop	16	-	-	16	0.3
Missing Visit Reason	-	13	-	13	0.3
Total	2,224	954	1,436	4,614	100

Table 4 reports the contacts for every month and year during the reporting time (October 2012 through September 2013). October 2012 saw the most contacts during the reporting year (13.4%), followed by February of 2013 (12.2%). November 2012, September 2013, and March 2013 each had over 10% of the contacts during the reporting year. December 2012 has the lowest number of contacts (2.4%), followed by May 2013 (3.8%) and June 2013 (3.8%).

	Number	Percent
October 2012	620	13.4
November 2012	521	11.3
December 2012	109	2.4
January 2013	337	7.3
February 2013	564	12.2
March 2013	545	11.8
April 2013	419	9.1
May 2013	177	3.8
June 2013	177	3.8
July 2013	326	7.1
August 2013	285	6.2
September 2013	534	11.6
Total	4,614	100

Table 5 reports the type of visit (i.e., individual or group contact) and the number of contacts for each type of visit per month. It reports the percentages and contact numbers.

Month/Year	GRC-Group Instruction		GRC-GSFI Group Instruction		GRC-Individuals		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
October 2012	264	5.7	140	3.0	216	4.7	620	13.4
November 2012	285	6.2	45	1.0	191	4.1	521	11.3
December 2012	39	0.8	9	0.2	61	1.3	109	2.4
January 2013	178	3.9	73	1.6	86	1.9	337	7.3
February 2013	266	5.8	124	2.7	174	3.8	564	12.2
March 2013	272	5.9	142	3.1	131	2.8	545	11.8
April 2013	170	3.7	57	1.2	192	4.2	419	9.1
May 2013	116	2.5	3	0.1	58	1.3	177	3.8
June 2013	97	2.1	0	0.0	80	1.7	177	3.8
July 2013	86	1.9	172	3.7	68	1.5	326	7.1
August 2013	189	4.1	36	0.8	60	1.3	285	6.2
September 2013	262	5.7	153	3.3	119	2.6	534	11.6
Total	2,224	48.3	954	20.7	1,436	31.2	4,614	100

Table 6 reports the number of contacts that students had; meaning that some students visited the GRC and/or GSFI many times, some only visited once. The majority of contacts are single contacts (56.2%), however, there are 314 (24.8%) that visited between 2 and 5 times during the reporting year. 139 students visited the GRC/GSFI between 6 and 10 times (11%), 69 students visited between 11 and 20 times (5.5%), and 32 students visited 21 times or more (2.5%). Four students are recorded as having 50 or more contacts with the GRC/GSFI.

Number of Contacts	Number	Percent
1	711	56.2
2-5	314	24.8
6-10	139	11.0
11-20	69	5.5
21+	32	2.5
Total	1,265	100

Table 7 reports the total contact length in hours for individuals. Because many individuals used more than one service from the GRC/GSFI, the total length of contact hours was summed in the aggregate. The largest percentage of individuals spent between of 1 to 2 hours at the GRC/GSFI (23.2%). Four individuals had total contact hours that were negative indicating a possible data entry error. These 4 individuals were removed from the analysis and represent the 4 missing cases in Table 7. Furthermore, there were 5 individuals who are recorded as between 203 and 309 contact hours. These 5 cases were included in the analysis, however, they are outliers and they raise the average for contact hours. Removing the 5 outliers will give a clearer picture of the average time individuals spend using GRC/GSFI services. Once the outliers are removed, the average is 6.7 contact hours and with the outliers the average is raised about an hour (7.7 hours).

	Number	Percent
Less than an hour	109	8.6
1 hour	199	15.8
Between 1 & 2 hours	293	23.2
2-3 hours	71	5.6
3-4 hours	106	8.4
4-5 hours	140	11.1
5-10 hours	171	13.6
10-20 hours	84	6.7
20+ hours	88	7.0
Missing	4	0.3
Total	1,265	100

Departments and Colleges

Table 8 reports the colleges and schools of the individuals. There are 11 colleges and schools represented in the table. In addition, there are categories for individuals who are enrolled in interdisciplinary programs which at times span multiple colleges and schools, and there are categories for individuals who are non-degree status. It is unclear how many contacts are graduate students or undergraduates. The GRC and GSFI workshops and services are aimed to serve the graduate population, however they also offer services for students who are considering graduate school, and the services provided are not denied to undergraduate students. Future surveys should distinguish between these two groups to better understand the number of graduate students actually being served. The College of Arts & Sciences had the largest percentage (33.9%) of students who are recorded as using services from the GRC/GSFI. The College of Pharmacy and the School of Law were the most underserved of the colleges and schools. A total of 9 (0.7%) individuals did not provide regarding the college or school they are enrolled in.

	Number	Percent
College of Arts & Sciences	420	33.4
Non-degree	256	20.4
College of Education	232	18.5
School of Engineering	80	6.4
Graduate Interdisciplinary	63	5.0
School of Architecture and Planning	43	3.4
School of Public Administration	42	3.3
College of Nursing	38	3.0
College of Fine Arts	30	2.4
Anderson School of Management	26	2.1
School of Medicine	14	1.1
College of Pharmacy	8	0.6
School of Law	4	0.3
Missing	9	0.7
Total	1,265	100

Departments

Students' majors are entered into TutorTrac when they use services from the GRC/GSFI. The majors on record were re-coded into their respective departments by ISR staff. The most frequent major was 'Non-degree', and although non-degree students may not have a department affiliation, they constitute a large percentage of people using GRC/GSFI services (20%). The table listing the department affiliations can be found in the Appendix A.

The Biology Department accounts for the largest percentage of students, (4.6%), followed by interdisciplinary (e.g., Biomedical Sciences, Latin American Studies, Optical Science & Engineering) with 4.1%. Anthropology and Individual, Family, and Community Education (IFCE) departments both are represented with 4% of students using GRC/GSFI services. A full list of departments and their numbers can be found in the Appendix.

CONCLUSION

This report covers the time period of October 2012 through September 2013. A total of 1,265 students received 4,614 services from the Graduate Resource Center and the Graduate Student Funding Initiative. Students received a minimum of 1 contact per student and a maximum of 71 contacts, with an average of 3.65 contacts. The average time students spent using GRC/GSFI services was 6.7 hours. However the mode of time spent using GRC/GSFI services was between 1 and 2 hours. The mode refers to the most frequent contact length category. Contact types include GRC Group instruction, GRC individual consultations, and categories titled GRC-GSFI group instruction and GRC-GSFI individual contacts.

Most students reported their race/ethnicity as being either Hispanic/Latino (26.3%) or White non-Hispanic (24.3%). TutorTrac is missing race/ethnicity for 30.6% of students. This may be due to students declining to report their race/ethnicity, however there is a category for students to report that they prefer not to specify their race/ethnicity, and another category for GRC/GSFI staff to enter the race/ethnicity if the student is unavailable. Almost 4% of the students were reported in the TutorTrac system as 'Unavailable' in the race/ethnicity category and 3.3% preferred not to specify their race/ethnicity. Asian-Pacific Islander was the next most frequent race/ethnicity identified in the TutorTrac system with 3.2% of students identifying themselves in this category. Different from last year's reporting period, the category for American Indian was disaggregated into particular tribes that students had the option of selecting for their race/ethnicity. When combined, American Indians made up 5.6% of students receiving services from the GRC/GSFI. The gender of the students receiving services shows that males are underserved by the GRC/GSFI with only 38.7% of students identifying as male and 61.3% of students identified as female. However, the percentage of males in the graduate and non-degree university population is 43.6% which is less than the female population (56.4%).

Out of the 11 represented colleges and schools (non-degree and interdisciplinary are excluded from the count), 33.4% are affiliated with the College of Arts & Sciences. There were a large number of students reporting non-degree status into the TutorTrac system (20.4%). The College of Education represented 18.5% of the students using services from the GRC/GSFI. The most underserved schools and colleges are the School of Law (0.3%) and the College of Pharmacy (0.6%).

APPENDIX A

Departments			
College	Department	Number	Percent
Anderson School of MGMT	Accounting	4	0.3
	Business Administration	22	1.8
College of Arts & Sciences	American Studies	19	1.5
	Anthropology	50	4.0
	Biochemistry & Molecular Biology	2	0.2
	Biology	58	4.6
	Chemistry & Chemical Biology	9	0.7
	Communication & Journalism	26	2.1
	Earth & Planetary Sciences	17	1.4
	Economics	19	1.5
	English	23	1.8
	Foreign Languages & Literature	5	0.4
	Geography	6	0.5
	History	24	1.9
	Linguistics	15	1.2
	Mathematics & Statistics	14	1.1
	Philosophy	6	0.5
	Physics & Astronomy	8	0.6
	Political Science	10	0.8
	Psychology	49	3.9
	Sociology	26	2.1
	Spanish & Portuguese	23	1.8
Native American Studies	4	0.3	
Undecided	7	0.6	
College of Education	Educational Leadership & Organizational Learning	49	3.9
	Educational Specialties	24	1.9
	Health, Exercise, and Sport Sciences	29	2.3
	Individual, Family, & Community Education	50	4.0
	Language, Literacy, and Sociocultural Studies	45	3.6
	Speech & Hearing Sciences	12	1.0
	Teacher Education	16	1.3
	Public Health	7	0.6
College of Fine Arts	Art & Art History	18	1.4
	Cinematic Arts	3	0.2
	Music	9	0.7
College of Nursing	Nursing	18	1.4
	Orthopedics & Rehabilitation	5	0.4
	Pediatrics	15	1.2
College of Pharmacy	Pharmacoeconomics, Epidemiology, Pharmaceutical Policy and Outcomes Research	8	0.6
School of Architecture &	Architecture	15	1.2
	Community & Regional Planning	18	1.4

Planning	Landscape Architecture	8	0.6
	Urban & Regional Design	1	0.1
	Historic Preservation & Regionalism	1	0.1
School of Engineering	Chemical & Nuclear Engineering	7	0.6
	Civil Engineering	10	0.8
	Electrical & Computer Engineering	13	1.0
	Mechanical Engineering	3	0.2
	Engineering (general)	47	3.7
School of Law	Law	4	0.3
School of Medicine	Dental Medicine	3	0.2
	Emergency Medicine	3	0.2
	Family & Community Medicine	1	0.1
	Radiology	2	0.2
	Medicine (general)	5	0.4
School of Public Administration	Public Administration	42	3.3
Graduate Interdisciplinary	Interdisciplinary	5	0.4
Majors	Computer Science	12	1.0
	Biomedical Sciences	8	0.6
	Comparative Literature & Cultural Studies	1	0.1
	English & Philosophy	2	0.2
	Environmental Design	1	0.1
	Environmental Science	2	0.2
	Holistic Health & Healing Arts	1	0.1
	Human Services	1	0.1
	Interdisciplinary Film & Digital Media	1	0.1
	International Studies	4	0.3
	Latin American Studies	9	0.7
	Manufacturing Engineering	3	0.2
	Medical Laboratory Sciences	1	0.1
	Nanoscience & Microsystems	7	0.6
	Optical Science & Engineering	5	0.4
Non-Degree	Non-degree	251	20.0
	Undecided	5	0.4
Missing		9	(0.7)
Total		1,265	100