



The University of New Mexico

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# **UNM Graduate and Professional Student Academy Participant Survey Report 2012-2013**

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## **INTRODUCTION**

The 2012-2013 UNM Graduate & Professional Student Academy (the Academy) initiative was designed to provide additional support to the graduate and professional students who became a part of the Academy. The Academy's mission is "...to support students by providing skills training, and connecting them to resources and networks that will assist them in completing their degree program in a timely manner." Sixteen students applied to the Academy and 11 were accepted. All Academy participants completed the semester long program. Below are the requirements of the participants, according to the Academy website:

- Attend four mandatory Academy sessions
- Participate in at least two monthly workshops
- Meet monthly with a faculty mentor
- Draft and submit an abstract and funding proposal

Upon completion of the Academy each student receives a \$500 award towards attending an academic or professional conference

The following report is based on the responses of 11 students to a web-based survey they were asked to complete as part of their Academy requirements. The survey included various sections including demographic information, educational background, employment history, their use and satisfaction with GRC/GSFI services, their opinions and experiences with their graduate program, reasons why they go to graduate school and finishing graduate school, their experiences with the Academy and their aspirations following graduate school.

### **Demographics**

Of the eleven Academy respondents, 7 (63.6%) were female and 4 (36.4%) were male. The age range was from 23 years old to 51 years old with an average of 33 years of age. Four respondents reported not being of Hispanic, Latino, or Spanish origin, 4 respondents reported being of Hispanic, Latino, or Spanish origin and 3 responded as being Mexican American/Chicano. In the race category, 1 respondent identified as Black/African American, 1 responded as Chinese, 2 responded as Other Asian, other Pacific Islander and 7 identified as White. Five of the 11 respondents reported their father not being of Hispanic, Latino, or Spanish origin and 4 of 11 respondents reported their mother's origin not being of Hispanic, Latino, or Spanish. Two of the respondents reported being non-U.S. citizens and 2 reported being permanent residents of the U.S. Seven of the respondents are U.S. citizens. Four respondents reported being first-generation college students, 6 reported being second generation college students, and 1 reported being a third generation college student. Five (45.5%) respondents reported living with a spouse or partner. Four (36.4%) respondents live with dependent children.

## **Employment**

Most of the respondents reported being employed at the time of the survey (9, 81.8%). Two respondents reported working full-time while most respondents (45.5%) reported working 20 hours per week. Of the 9 respondents who reported working, 8 reported UNM as their principal employer. When asked what their usual employment pattern had been in the past three years, 4 reported working part-time, 4 reported being solely a student, and 3 reported working full-time.

## **Educational Background**

Of the eleven respondents, 54.5% graduated from a New Mexico high school. Only 5 respondents reported they applied to other graduate programs in addition to UNM. Three of the respondents that applied to other graduate programs reported that they were accepted to other programs. Respondents were asked why they chose to attend UNM's graduate program in their field of interest and Table 1 reports the responses. They are listed by importance. The most important consideration in choosing UNM is the Faculty/Program Reputation with 81.2% of respondents reporting that this category was important to their decision. The next factor that was important to respondents' decision making was the course offerings/curricula with 63.6% of respondents marking this category. To a lesser extent, financial support, program requirements, university reputation, job placement, and location/region, were all factors in the respondent's decision to attend UNM.

## **GRADUATE PROGRAM**

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

**Table 1- Why Students Chose UNM**

	Percent
Faculty/Program Reputation	81.2%
Course Offerings/Curricula	63.6%
University Reputation	54.5%
Job Placement	45.5%
Location/Region	36.4%
Financial Support	36.4%
Program Requirements	18.2%

Seven of the 11 respondents reported attending an orientation session that was devoted to graduate student issues, and 8 of the 11 respondents reported attending graduate orientations in their particular graduate program. Five of the 11 respondents were made aware of the attrition rates of their program and only one reported this information affected their decision to enroll. Only 3 respondents reported that information about the job placement of recent graduates were provided to them with 1 respondent reporting that this information affected their decision to

enroll. Nine of the 11 respondents reported receiving or being aware of a 'Graduate Student Handbook,' while 2 responded that they did not receive or were not made aware of these materials.

The students were asked to list any organizations they were affiliated with and the length of the affiliation. Seven of the 11 reported they were affiliated with one or more organizations. The length of time ranged from 4 months to 48 months. Examples of scholarly affiliations include, American Medical Student Association, Graduate and Professional Student Association, Chinese Students and Scholars Association, Project for New Mexico Graduates of Color, and Spanish & Portuguese Graduate Student Association.

The department affiliations varied across respondents. Two students reported affiliations with the Anthropology department, 2 reported affiliations with the Public Administration department and the rest reported affiliation with Business, Communication & Journalism, Counseling, Engineering, Public Health/Medicine, Sociology, and Spanish & Portuguese. Nine of the 11 respondents reported their usual enrollment pattern as full-time and 6 responded they are enrolled over the summer as well. One student responded they do not enroll for the summer and they are employed outside UNM. Two of the students reported they have taken at least one semester off excluding summer. Respondents were asked to report the start date of their current program; 54.6% started in the fall of 2012 or after, while 45.4% started in fall 2005 up to fall 2011. Three of the respondents reported that their anticipated graduation date would be in the spring of 2013, while 2 more reported the fall of 2013 as their completion date.

Table 3 reports the average responses from graduate students about their program. A likert 7-point scale ranging from (1)'strongly disagree' to (7)'strongly agree' was used. Students were asked to what extent they agreed with statements pertaining to their graduate program. For the most part, the respondents agreed on some level with the positive statements regarding their graduate experience. However, based on the average response regarding whether students feel they have an active role in program decisions that affect them, the respondents feel that they are not actively involved in the program decisions that are made. Students on average disagreed that students have little contact with one another and they agreed that there is a sense of solidarity with the students who start their program at the same time. Most students know the requirements of their program and are satisfied with their choice of graduate program and their choice of university. Based on the information in Table 2, the average respondent is not confident that they are annually reviewed by their program and they tend to neither agree nor disagree on whether their department gives them regular feedback on their progress toward finishing their degree. That said, the respondents agreed on average that their department encourages them to complete their degree.

**Table 2- Graduate Program**

	Average Response
I understand the requirements in my program	6.2
I am annually reviewed to assess my progress	4.8
There is some sense of solidarity in among the students who enter the program at the same time	5
Students have an active role in program decisions that affect them	3.9
Students have little contact with each other	3.2
Experienced students mentor new students	3.7
Students freely share information with each other about opportunities and how to get through the program	4.5
I am a part of a supportive student community in my program	4.9
Faculty care about the students in the program	4.6
Faculty really cares about advising students	4.6
Faculty is accessible to students	5
I am satisfied with my choice of graduate program	5.8
My department advocates for me when necessary	5.1
My department gives me regular and constructive feedback on my progress towards degree completion	4.3
I am satisfied with this university for graduate school	5.9
My graduate program encourages me to complete my degree	5.6
Faculty socializes with students	4.7
Faculty is generous with their time with students	4.7

**Advisor Information**

Table 3 reports the students' average responses regarding their relationship with their advisor. Only one student reported not having an advisor. Furthermore, 8 students reported having an advisor upon beginning their graduate program. One person reported not having an advisor upon beginning and one person did not answer this question. Of the 10 respondents with an advisor, all reported they have the advisor they want and two respondents reported they only 'somewhat agree' with the statement. Seven of the 10 students with an advisor reported they 'strongly agree' that their advisor has been helpful.

**Table 3- Relationship with Advisor**

	Average Response
I currently have the advisor I want	6.3
I am satisfied with the process by which I came to have my current advisor	5.9
The manner in which I came to work with my advisor is typical in this department	5.5
I am satisfied with the amount of quality time spent with my advisor	6.1
My advisor has been helpful	6.6

## Student Satisfaction

The students were asked why they chose to attend graduate school using a 7 point likert scale. The rankings were from 1 to 7 with 1 equaling ‘does not correspond at all’ to 7 equaling ‘corresponds exactly’. Most students responded favorably to the positive statements; however, there was one student who answered ‘corresponds exactly’ to every question in this category, including the statements such as, *I once had good reasons for going to grad school; however, now I wonder whether I should continue*. This response set may indicate that this section is not entirely accurate in the data, however, next year the survey will be designed with this in mind and adjustments will be made to deter such response sets. Some students marked ‘corresponds a little’ to these questions, possibly indicating that not all the Academy students feel confident in pursuing their graduate degree.

**Table 4- Why Attend Graduate School**

	Average Response
Because with only a Bachelor’s degree I would not find a high-paying job later on	5.3
Because with only a Bachelor’s degree I would not find a high enough paying job later on	5.2
Because I experience pleasure and satisfaction while learning new things	6.7
Because I think that a graduate education will help me better prepare for the career I have chosen	6.8
For the intense feelings I experience when I am communicating my own ideas to others	5.4
Honestly, I don’t know; I really feel that I am wasting my time in school	1.8
For the pleasure I experience while surpassing myself in my studies	5.9
To prove to myself that I am capable of completing my graduate degree	6.1
In order to obtain a more prestigious job later on	5.7
For the pleasure I experience when I discover new things	6.5
Because eventually it will enable me to enter the job market in a field that I like	5.6
For the pleasure that I experience when I read interesting authors	4.8
I once had good reasons for going to grad school; however, now I wonder whether I should continue	2
For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments	6.2
Because of the fact that when I succeed in grad school I will feel important	5
Because I want to have ‘the good life’ later on	5.6
For the pleasure that I experience in broadening my knowledge about subjects which appeal to me	6.5
Because this will help me make a better choice regarding my career	6.3

orientation	
For the pleasure that I experience when I feel completely absorbed by what certain authors have written	4.6
I can't see why I go to grad school and frankly, I couldn't care less	1.7
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	4.6
In order to have a better salary later on	5.4
Because my studies allow me to continue to learn about things that interest me	6.4
Because I believe that a few additional years of education will improve my competence as a worker	5.9
For the 'high' feeling that I experience while reading about various interesting subjects	5.1
I don't know; I can't understand what I am doing in school	1.7
Because grad school allows me to experience a personal satisfaction in my quest for excellence in my studies	5.4
Because I want to show myself that I can succeed in my studies	5.6

### **Finishing Graduate Program**

Students were asked about finishing their graduate program (Table 5). A 7-point likert scale ranging from 1 to 7, with 1 equaling 'strongly disagree' to 7 equaling 'strongly agree' was used. Every respondent either agreed or strongly agreed that they were motivated to finish their degree. This information further indicates that response sets were used in the previous section of the survey and that next year's survey should keep length in mind in order to deter response sets. Responses varied in the statement, 'Class offerings don't fit my schedule', with 6 of the 11 students neither agreeing nor disagreeing. Ten of the 11 respondents strongly agreed they will finish their degree and the other student agreed with the statement. All 11 students agreed or strongly agreed that graduate school is stressful.

**Table 5- Finishing Graduate Program**

	Average Response
The number of hours I work affects my ability to complete my degree program	4.5
I am motivated to finish my degree	6.6
I bear the full responsibility of paying for my education	5.3
My family supports my decision to go to school	6.1
Family commitments affect my ability to complete school work	4.4
Work commitments affect my ability to complete school work	3.9
Class offerings don't fit my schedule	3.8
I will finish my degree	6.9
My department has encouraged me to finish my degree	6.2
My committee has been helpful	6.1
My organizational skills have been helpful in getting through my degree	6.3
Additional financial assistance would help	6.5
I am able to juggle classes and activities with work, family, and other obligations	5.5
Graduate school is stressful	6.5
I have a strong support network	6.2
It will take me longer to complete graduate school than I expected	5.1
My department has provided helpful guidance	4.6
Mentoring/advising has contributed to my progress	6
Completing this degree will help me get a good job	6.4

Table 6 reports on students' possible career choices and their aspirations post graduate school. A likert scale ranging from 1 to 7 was used to rank the responses, with 1 representing 'strongly disagree' and 7 representing 'strongly agree'. Four of the 11 students disagreed with aspiring to a have a tenure track position, and 2 neither agreed nor disagreed, and 5 of the respondents agreed they would like to pursue a tenure track position. Eight of the 11 respondents disagreed to wanting to be an administrator. The most popular career track was 'Bureaucrat'.

**Table 6- Possible Career Field Choice**

	Average Response
Tenure Track Position	4.4
Private/Public Researcher (Not Professor)	3.8
Administrator	3
Bureaucrat	5.5
Something Else	3.5

**GRC/GSFI**

All 11 respondents reported having utilized the GRC, GSFI, or both. Two respondents reported not using GRC services while 4 students responded that they had not used GSFI services. The number of GRC workshops attended by individuals ranged from 1 to 8. The number of GSFI



workshops attended by individuals ranged from 1 to 30. Only 3 of the 11 respondents indicated they were interested in obtaining a certificate from the GSFI. Table 7 reports the number of students who indicated they were interested in the certificate program and in which certificate they were interested.

**Table 7- Program Certificates**

	Number of Students
Grant-writing	3
PI Eligibility	2
Research Ethics	2
Research Compliance	2

Students reported their use of GRC/GSFI services started in Fall 2011 and 4 students reported that they started using the services in the Spring of 2013. Although all students reported they used at least one service from either the GRC or GSFI, some services were more popular than others. Table 8 reports the number of students who attended each session or workshop type. Both the GRC workshops and the GSFI workshops are the most utilized services offered.

**Table 8- Percent of Students Attending GRC/GSFI Services**

	Number of Students
Graduate Resource Center Workshops	9
Graduate Student Funding Initiative Workshops	7
One-on-one writing consultations	2
Thesis/dissertation boot camps	2
Online writing lab (OWL)	2
Research design, data analysis, and statistical methods	2
Thesis/dissertation writing and support groups	2
Weekly workshops on academic and professional topics	3
Presentation skills and leadership development	2
Language learning	0
Not sure of all of the available services offered	1

### **Student Satisfaction**

Students were asked to rate their satisfaction of the services they received from the GRC/GSFI. A likert scale was used and the rankings are the same as the previous rankings of 1 to 7. Table 9 reports the average response for each question. The average responses were quite high, indicating students were generally pleased with the services offered by the GRC/GSFI, and that they have favorable opinions about the staff.

**Table 9- Satisfaction with GRC/GSFI**

	Average Response
The GRC workshops I have attended have been helpful	6.6
The GSFI workshops I have attended have been helpful	5.7
The workshops have helped me in my professional development	6.4
The workshops will help me finish school	5.4
I have recommended the workshops to other students	5.7
I would recommend the workshops to other students	6.4
The GRC staff has been helpful	6.8
The GSFI staff has been helpful	6.6
Consultations with the GRC have been helpful	6.5
Consultations with the GSFI have been helpful	5.8
Other GRC services I have received have been helpful	6.5

**Student Satisfaction**

Students met with their Academy faculty advisors an average of 5.3 times. One student reported never having met with their faculty advisor. Of the students who did meet with their advisor the number of meetings varied between 2 and 15. Using a likert scale, students were asked to rate their satisfaction with Academy services. Table 10 reports the average student responses to various statements. All Academy respondents agreed on some level that the monthly Academy meetings had been helpful. Furthermore, all students agreed that the faculty mentors have been helpful.

**Table 10- Satisfaction with Academy Services**

	Average Response
The Academy monthly gatherings have been helpful	6.2
The Academy monthly gatherings have been helpful for my academic development	5.7
The Academy monthly gatherings have been helpful for my professional development	5.9
The Academy monthly meetings have been helpful for my personal development	6.4
The Academy will help me finish school	5.4
I have recommended the Academy to other students	5.8
I would recommend the Academy to other students	6.3
My meetings with the faculty mentors have been helpful	6.4
I can relate to the faculty mentors	6.4
The faculty mentors have been helpful	6.3
The scholarship amount was just right for the amount of work required	5.4
I needed the scholarship to help me pay for school	6.1
I have made connections with other students that will be helpful for me as I progress through graduate school	5.6
This program provided me strategies that will help me finish graduate school	5.7
This program served as a support system	6.
Program meeting days fit into my schedule	6.2
A semester long program is long enough	5.5
From this program I wish to gain professional skills that will make me successful in graduate school	6.4
From this program I wish to gain motivation and strategies needed to complete my degree program	6.5

Students were asked to share what they found to be the most useful and helpful aspects of participating in the Academy. Their responses in no particular order are provided below:

- The meeting of new friends, the support from the faculty, the family-feeling community.
- The workshop requirement and the financial assistance.
- The extra knowledge everybody provided, encouragement, and support.
- Interdisciplinary atmosphere, intellectual stimulation.
- It showed me what diverse pools of students are getting their graduate/professional degrees in at UNM, and it helped me to find new ways to explain my research and studies.
- The faculty mentors and the workshops/advice.
- Networking.
- The meetings and workshops.

- The relationship built during the Academy with staff, professors, and students.
- The monthly gatherings.
- Learning about different strategies, speaking with other grad students and faculty mentors and discussing similar experiences, workshop requirements because they had to be attended/completed.
- Financial assistance; information regarding, and access to, various workshops.

Students were asked to suggest improvements to the Academy, and what was least helpful. Seven of the 12 students responded to this section. Below are their comments:

- The homework assignments.
- The homework assignments did take many hours to complete, almost too many hours for the amount of money offered to us.
- A lot of it was about our feelings. Frankly, while I think this is an important factor to be considered in graduate school, I was hoping for more academic than social support.
- Faculty mentors.
- Workshops.
- Lots of people, too little time. More time or less people would be good.

At the end of the survey, students were invited to leave any additional comments. These comments are included in Appendix A.

## **CONCLUSION**

Overall, students found the Academy to be beneficial. All of the Academy members completed the semester long program. The majority of students (63.6%) were female, and 36.4% of respondents were male. Most of the respondents (81.8%) reported working at least part-time at the time the survey was taken. Of the 9 respondents that reported working, 8 respondents reported UNM as their principal employer. More than half of the students graduated from a New Mexico high school.

Students rated their graduate program high indicating they were satisfied to some degree with their choice graduate school. Moreover, the Academy students rated their advisors high; indicating the advisement they have received as Academy members has been helpful. The students agreed that graduate school is beneficial to their intellectual development and that a graduate education will help them with their future career choices. Of the possible career choices the students were asked to rank, the highest ranked career was 'Bureaucrat' followed by 'Tenure Track Position' and then 'Private/Public Researcher'. The least desirable career choices were 'Administrator' followed by 'Something Else'.

All 11 respondents reported using either GRC and/or GSFI services. Students were overall very satisfied with the services they received from the GRC/GSFI, and ranked them very high.

Students reported using the GSFI workshops the most followed by GRC services. The largest percent of participants attended weekly workshops on academic and professional topics.

Students were also asked about their experience with Academy services and their opinions of those services. Students ranked the Academy services high indicating they were satisfied with the Academy services. A larger percentage (41.7%) reported using the services revolving around internship and scholarship opportunities and community involvement. Twenty-five percent reported using advising services.

## APPENDIX A: STUDENT COMMENTS

### *Comment 1*

Thank you very much. It was an awesome semester spending with the faculty, staff, and fellow graduate students. The sharing of other graduate students' lives as well as their academic work is really helpful, interesting, and inspiring. I cannot be more than grateful. I miss you all.

### *Comment 2*

I had the most amazing time this past four months in the Academy. I loved monthly Friday class time, very rewarding. I am very honored to say that I have completed the 2<sup>nd</sup> class of the University of New Mexico Graduate and Professional Student Academy. All involved were absolutely amazing and I am so very honored to have Anne, Lawrence, Levi, and Patricia as friends during my graduate school journey! I sincerely hope that UNM appreciate all the hard work Anne, Lawrence, Levi and Patricia do for the graduate students at UNM. Thank you so very much! You four have touched my heart in ways that will carry me through my graduate career at UNM. Very proud to be a LOBO!

### *Comment 3*

Thank you again for selecting me to participate in the Graduate and Professional Student Academy. It was a good way for me to jump into graduate school activities and discover numerous resources that can help aid me in the graduate school process. For those reasons, I would recommend more heavily advertising this program in the future among new graduate students, rather than those who are getting ready to finish their degrees, since I feel the program offers less benefit to the latter group (financial benefits notwithstanding).

### *Comment 4*

This was a great program. I will try to attend the conferences next year.

### *Comment 5*

Academy, participants, faculty mentors, and all other helpers were fantastic. Very positive experience for me. Will definitely recommend to grad student friends of mine.

### *Comment 6*

It was nice to talk about family heritage, but I kind of thought it would be more about professional development. I think it would have been more helpful to me if it had been a little more focused on graduate school. Things like talking about the stress of graduate school might have been better as well, and it would have created more of a community setting. I didn't feel that I really connected with anyone in the Academy beyond the surface level liking and socialization. Sometimes when we can have discussions about being students in graduate school and what we are going through/the struggles we face, and also the triumphs we have, it gives us

the motivation and encouragement we need because of the social support and accountability. I also think there were a lot of people, and that makes things difficult. I wouldn't have minded having the same amount of people if there was more time dedicated to the Academy. The survey was a little confusing in parts (I'm a researcher too! Just want you to know).

## APPENDIX B: SURVEY INSTRUMENT

### University of New Mexico, Office of Graduate Studies Graduate Student Academy Survey

You are being asked to complete this survey because you received a 2011 Academy Fellowship. This fellowship is being offered by the 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.*

#### **A. 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 years.) Month/Year: \_\_\_\_\_/\_\_\_\_\_

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

	<b>Not a requirement in my program</b>	<b>Remains to be completed</b>	<b>I have completed</b>
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			

thesis/dissertation work			
Oral defense of planned thesis/dissertation work			
Required teaching or teaching assistant position			
Advancement to candidacy (also known as achieving dissertator status)			
Oral defense of completed thesis/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? \_\_\_\_\_

**B. GRADUATE RESOURCE CENTER AND GRADUATE STUDENT FUNDING INITIATIVE SERVICES**

B1. Have you utilized any GRC or GSFI services yet? \_\_\_\_\_

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 the Academy 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 Academy 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) and Graduate Student Funding Initiative (GSFI) services

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Disagree somewhat</b>	<b>Neither agree or disagree</b>	<b>Agree somewhat</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Don't know/ Refuse</b>
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.								
Consultations with GRC Staff have been helpful.								
Consultations with GFSI Staff have been helpful.								

Other GRC services I have received have been helpful.								
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B10. Satisfaction with Graduate Resource Center (GRC) and Academy services

	<b>Strongly agree</b>	<b>Agree</b>	<b>Agree somewhat</b>	<b>Neither agree or disagree</b>	<b>Disagree somewhat</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know/ Refuse</b>
The Academy monthly gatherings have been helpful.								
The Academy monthly gatherings have been helpful for my academic development.								
The Academy monthly gatherings have been helpful for my professional development.								
The Academy monthly gatherings have been helpful for my personal development.								
The Academy will help me finish school.								
I have recommended the Academy to other students.								
I would recommend the Academy 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 Academy students that will be helpful for me as I progress through graduate school.								
This program provided me strategies that will help me finish 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:

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

**C. 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 somewhat	Neither agree or disagree	Agree somewhat	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.

<b>Of my program, I would say:</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Disagree somewhat</b>	<b>Neither agree or disagree</b>	<b>Agree somewhat</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Don't know/ Refuse</b>
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.								
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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)*

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

	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.

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Disagree some-what</b>	<b>Neither agree or disagree</b>	<b>Agree some-what</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Don't know/ Refuse</b>
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 pursue each after you finish your program.

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Disagree somewhat</b>	<b>Neither agree or disagree</b>	<b>Agree somewhat</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Don't know/ Refuse</b>
Tenure Track Position								
Private/Public Researcher (Not Professor)								
Administrator								
Bureaucrat								
Something Else Please specify:								

**D. ACADEMY**

D1. How many times did you meet with your Academy faculty mentor? \_\_\_\_\_

D2. What was the most helpful thing about the Academy program?

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D3. What was the least helpful thing about the Academy program?

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D4. Was scholarship amount important to you? \_\_\_\_\_

1. Yes      2. No

**G. DEMOGRAPHICS**

G1. What is your Gender? \_\_\_\_\_

1. Male      2. Female

G2. What is your year of birth? \_\_\_\_\_

G3. 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)

G4. 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 \_\_\_\_\_

G5. 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       |
| 3- American Indian or Alaska Native                         | 6- Japanese     | 11- Samoan                |
|                                                             | 7- Korean       | 12- Guamanian or Chamorro |
|                                                             | 8- Vietnamese   |                           |
| 13- Other Asian, other Pacific Islander or some other race: |                 |                           |

Please specify \_\_\_\_\_

G6. Are you a: \_\_\_\_\_

1. First generation college student

- 2. Second generation college student
- 3. Third generation college student or more

G7. 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 \_\_\_\_\_

G8. 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 American          | 5- Chinese      | 10- Native Hawaiian       |
| 3- American Indian or Alaska Native | 6- Japanese     | 11- Samoan                |
|                                     | 7- Korean       | 12- Guamanian or Chamorro |
|                                     | 8- Vietnamese   |                           |
- 13- Other Asian, other Pacific Islander or some other race:

Please specify \_\_\_\_\_

G9. 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 \_\_\_\_\_

G10. The race that most represents my mother's heritage is: \_\_\_\_\_

*(Choose only one of the following)*

1- White

2- Black, African

American

3- American Indian or

Alaska Native

4- Asian Indian

5- Chinese

6- Japanese

7- Korean

8- Vietnamese

9- Filipino

10- Native Hawaiian

11- Samoan

12- Guamanian or

Chamorro

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

Please specify \_\_\_\_\_

G11. Are you currently employed? \_\_\_\_\_

1. Yes          2. No

G12. What is your current employment status? \_\_\_\_\_

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

2 - Part-time

G13. If you are employed, how many hours do you work within a given week? \_\_\_\_\_

G14. Is your principal employer UNM? \_\_\_\_\_

1. Yes          2. No

G15. What is your primary job?

\_\_\_\_\_

G16. 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

G17. Do you have a spouse or partner who lives with you? \_\_\_\_\_

1. Yes          2. No

G18. Do you have any dependent children who live with you? \_\_\_\_\_

1. Yes      2. No

G19. If yes, how many dependent children live with you? \_\_\_\_\_

G20. 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:

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