



The University of New Mexico

2014 UNM Graduate and Professional Student Academy Participant Survey Report

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INTRODUCTION

The 2014 UNM Graduate & Professional Student Academy (the Academy) initiative was designed to provide additional support to graduate and professional students. 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." Twenty one students applied to the Academy and 9 were accepted. All Academy participants completed the semester long program. Below are the requirements of the participants, according to the Academy website:

- Attend mandatory Academy sessions
- Participate in at least four monthly workshops
- Meet monthly with a faculty mentor
- Complete assigned homework
- Complete weekly email reflection
- Present work and/or research to group
- Receive a \$500.00 scholarship to attend an academic or professional conference and provide a one-page report due afterwards

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 9 students to a web-based survey they were asked to complete as part of their Academy requirements. A total of 9 students participated in the Academy. The survey included various sections including a section requesting 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 9 Academy participants, 2 were male, 6 reported female, and 1 respondent declined to answer. The average age of the participants was 33.3 years old and ranged from 24 years old to 64 years old. Five participants reported being of Hispanic, Latino, or Spanish origin. Three reported White as their race/ethnicity, 1 reported Asian Indian, 1 reported Chinese, and 4 reported being of 'Other Asian, other Pacific Islander' as their race/ethnicity. Four of the participants are U.S. citizens while the other 5 are non-U.S. citizens and are citizens of another country. Two participants reported being first-generation college students. Four reported being second-generation college students, and 3 reported being third-generation college students. Two participants reported living with a spouse or partner. None of the participants had dependent children living with them.

Employment

Six of the 9 respondents reported they are currently employed. All 6 reported they currently work part-time and the amount of hours per week ranged from 10 to 30 with an average of 21.7 hours per week. All 6 respondents who are currently employed reported UNM as their principal employer. As for the types of employment, 2 reported their job as a Project Assistant, 1 reported Research as their job, 2 reported teaching, and 1 reported HR Consultant as their job. When participants were asked about their usual employment status for the past 3 years, 3 reported working full-time, 2 reported working part-time, and 3 reported 'student' as their primary employment pattern for the past 3 years.

Educational Background

Only 1 participant reported they graduated from a New Mexico high school. Five of the respondents reported they did not apply to other graduate schools, while the other 4 reported they did apply to other graduate schools. Of those 4 who applied to other graduate schools, they were asked how many of the other programs they were accepted to. One reported being accepted into 2 other programs, 2 participants reported acceptance into 3 other programs, and 1 participant reported acceptance into 4 other programs. All respondents were asked why they chose UNM for their graduate program. Table 1 reports the responses from the participants and are listed by the most frequent response. Participants were able to choose as many reasons for attending their program as they saw fit. The most frequent responses for why participants chose their graduate program were the program's reputation, financial support, and the location/region of the university.

GRADUATE PROGRAM

Table 1 reports the reasons participants selected for attending graduate school at the University of New Mexico.

Table 1: Why Students Chose UNM	
Reason	Percent
Program Reputation	66.7
Financial Support	55.6
Location/Region	66.7
University Reputation	33.3
Program Requirements	22.2
Course Offerings	22.2
Job Placement	0.0
Other	0.0

Participants were asked whether they were aware of any orientations provided for new graduate students by the University or by their graduate program. Five participants reported they were aware of a new graduate student orientation provided by the University; 2 reported being unaware of an orientation; and 1 reported they did not know if the University provided an orientation for new graduate students. Six reported attending an orientation provided by the University. Six participants reported their particular program offering an orientation for their program, and 4 reported attending. Six of the participants reported they either received or are aware of a Graduate Student Handbook. Participants were asked whether their program offered information regarding their attrition rates and job placement information for recent graduates. For attrition rates information, only 2 participants reported being aware of this information, while 3 reported they were not, and 1 reported not knowing if this information was available. Two reported that the information on attrition rates affected their decision to enroll in their program. Only 1 participant reported their program offering information regarding job placement for recent graduates and this respondent reported this affected their decision to enroll.

Participants were asked to list any organizations they were affiliated with and the length of affiliation. The affiliated organizations listed by the Academy participants were, the Association for Aspiring Technology Entrepreneurs, Brazil Club, Society of Women Engineers, Spanish and Portuguese Graduate Student Association, Graduate & Professional Student Organization, National Art Association, American Library Association, New Mexico Library Association, and Project for New Mexico Graduates of Color.

The department affiliations varied across the Academy participants. The listed department affiliations are as follows: Community & Regional Planning; Electrical Engineering; English; Health Education; Hispanic Linguistics; Nano-Science & Micro-Systems; Spanish & Portuguese; Special Education; Teacher Education. Six participants reported their highest degree completion as a Bachelor's degree, 3 reported having acquired a Master's degree. Two participants reported working on a Doctoral degree during the time of survey, with the other 7 reporting they are currently working on a Master's degree. During the academic year, 6 reported full-time enrollment in their program and 3 reported part-time enrollment. Three reported being enrolled during the Summer semesters, 1 reported being not enrolled and primarily doing work not related to their program. One reported not being enrolled in the Summer semesters but doing work related to their program and 4 responded N/A to the question asking about their usual pattern of enrollment during the Summer semester. Participants were asked when they started their program. All respondents reported starting in the Fall 2011 semester or after, with the exception of 1 respondent starting in the Fall 2009 semester. Four participants reporting their start date as Fall 2013.

Table 2 reports the average responses from graduate students about their program. A 7 point Likert 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. High averages indicate agreement with the statement, while low averages indicate disagreement.

For the most part, students agree that they understand the requirements of their respective programs. They also seem to agree that there is a sense of solidarity among the other students accepted into the Academy and their cohort. The averages never go below a 4 (4 represents 'neither agree nor disagree').

Table 2: Graduate Program	
	Average
I understand the requirements of my program	6.3
I am annually reviewed to assess my progress	5.0
There is some sense of solidarity among the students who enter the program at the same time	6.1
Students have an active role in program decisions that affect them	4.3
Students have little contact with each other	4.8
Experienced students mentor new students	5.2
Students freely share information with each other about opportunities and how to get through the program	5.1
I am part of a supportive student community in my program	5.6
Faculty care about students in the program	5.1
Faculty really care about advising students	5.3
Faculty is accessible to students	5.2
I am satisfied with my choice of this university for graduate school	5.9
My graduate program encourages me to complete my degree	5.7
Faculty is generous with their time with students	4.5

Advisor Information

Table 3 reports the students' average responses regarding their relationship with their advisor. All 9 respondents currently have an advisor. Six reported having an advisor immediately upon beginning their program and 2 reported not having an advisor right away when entering the program. Only 1 participant responded they did not have the advisor they want. Two participants reported not being satisfied with the amount and quality of time spent with their advisor, and 2 reported their advisors not being helpful. However, the averages suggest that most participants agreed on some level with the statements provided in Table 3.

Table 3: Advisor Information	
	Average
I currently have the advisor I want	6.0
I am satisfied with the process by which I came to have my current advisor	5.8
I am satisfied with the amount and quality of time spent with my advisor	5.1
My advisor has been helpful	5.4

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 'strongly disagree' to 7 equaling 'strongly agree'. The high averages for all the questions indicate most students agree with the statements below. The most highly ranked reasons for attending graduate school were, 'Because I think that a graduate education will help me better prepare for the career I have chosen' and 'Because eventually it will enable me to enter the job market in a field that I like'; both had an average of 6.9, with 7 being the largest number one can choose. The lowest ranked questions regarding why go to graduate school are, 'Honestly, I don't know; I really feel that I am wasting my time in school' with an average of 1.6, and 'I once had good reasons for going to grad school; however, now I wonder whether I should continue' with an average of 2.9.

Table 4: Why Go to Graduate School	
	Average
Because with only a Bachelor's degree I would not find a high-paying job later on	5.3
Because I experience pleasure and satisfaction while learning new things	6.3
Because I think that a graduate education will help me better prepare for the career I have chosen	6.9
For the intense feelings I experience when I am communicating my own ideas to others	6.3
Honestly, I don't know; I really feel that I am wasting my time in school	2.2
To prove to myself that I am capable of completing my graduate degree	5.4
In order to obtain a more prestigious job later on	5.2
Because eventually it will enable me to enter the job market in a field that I like	6.9
For the pleasure that I experience when I read interesting authors	6.0
I once had good reasons for going to grad school; however, now I wonder whether I should continue	2.8
For the pleasure I experience while I am surpassing myself in one of my personal goals	6.3
For the pleasure I experience in broadening my knowledge about subjects which appeal to me	6.6
Because this will help me make a better choice regarding my orientation	6.4
For the satisfaction I feel when I am in the process of accomplishing difficult academic activities	6.5
To show myself that I am an intelligent person	6.2
In order to have a better salary later on	6.2
Because my studies allow me to continue to learn about many things that interest me	6.6
Because I believe that a few additional years of education will improve my competence as a worker	6.7

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 disagree’ was used. Every participant ‘strongly agreed’ that they will finish their degree. All participants also ‘strongly agreed’ that additional financial assistance would help.

Table 5: Completing Graduate Program	
	Average
The number of hours I work affects my ability to complete my degree	4.8
I am motivated to finish my degree	6.6
I bear the full responsibility of paying for my education	4.4
My family supports my decision to go to school	6.0
Family commitments affect my ability to complete school work	4.2
Work commitments affect my ability to complete my school work	4.0
Class offerings don’t fit my schedule	2.8
I will finish my degree	7.0
My department has encouraged me to finish my degree	5.9
My committee has been helpful	5.2
My organizational skills have been helpful in getting through my degree	6.3
Additional financial assistance would help	6.8
I am able to juggle classes and activities with work, family, and other obligations	6.0
Graduate school is stressful	5.9
I have a strong support network	6.0
It will take me longer to complete graduate school than I expected	3.7
My department has provided helpful guidance	5.7
Mentoring/advising has contributed to my progress	5.1
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’. Below are the numbers of participants in each level of agreement for the types of careers they aspire to. The choices for future career paths

include Tenure track position, Private/public researcher (not professor), Administrator, Bureaucrat, and Something else. Participants who ‘agreed’ or ‘agreed somewhat’ have been combined for Table 6, the same for ‘disagree’ and disagree somewhat. Only 1 participant disagreed when asked if they aspired to a tenure track position. Three participants agreed strongly regarding that career path, and the other 3 reported agreeing to some extent. The something else category was the most popular with 5 respondents agreeing to some extent that they aspire to an alternative career path not listed.

Table 6: Possible Career Field Choice						
	Strongly disagree	Disagree/somewhat disagree	Neither agree nor disagree	Agree/somewhat agree	Strongly agree	Average
Tenure Track Position*	1	-	1	3	3	5.4
Private/Public Researcher	-	2	-	5	2	5.1
Administrator	-	2	-	5	2	5.2
Bureaucrat	-	5	-	3	1	3.9
Something Else*	-	-	2	4	2	5.6

*One participant selected ‘Don’t know’ for this category and the average will be taken out of 7

GRC/GSFI

Only one participant reported they haven’t utilized any GRC or GSFI services. Two reported not having utilized GRC services and 1 reported never having utilized services from GSFI. The number of services used for GRC ranged from 1 to 30. The number of GSFI services used ranged from 2 to 10. One participant reported already obtaining a certificate from the GSFI workshops; 3 reported they did not plan to obtain a certificate, and 5 responded they did plan to obtain a certificate. Four indicated the ‘Grant Writing’ certificate, 4 indicated the ‘PI Eligibility’ certificate, 3 indicated the ‘Research Ethics’ certificate, and 3 indicated the ‘Research Compliance’ certificate. Outside of the GRC and GSFI workshops, very little of the other services were used. The other services with only 1 student reporting having used is the same person. No participants reported using the writing support groups.

	Number of students
GSFI workshops	7
GRC Workshops	7
One-on-one consultations writing	2
Thesis/dissertation boot camps	2
Online writing lab (GrOWL)	2
Research design, data analysis, & statistical methods	1
Writing support groups	0
Weekly workshops on academic and professional topics	3
Presentation skills and leadership development	4
Language learning	1
I am not sure of all of the available activities	0
Other services	0

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.

	Average
The GRC workshops I have attended have been helpful	6.5
The GSFI workshops I have attended have been helpful	6.5
The workshops have helped me in my professional development	6.4
The workshops will help me finish school	6.3
I have recommended the workshops to other students	6.6
I would recommend the workshops to other students	6.6
GRC staff have been helpful	6.4
GSFI staff have been helpful	6.5
Consultations with GRC staff have been helpful	6.3
Consultations with GSFI staff have been helpful	6.0
Other GRC services I have received have been helpful	6.5

ACADEMY

Student Satisfaction

Students met with their faculty advisors an average of 6.2 times during the semester and the number of times participants reported meeting with their advisors ranged from 2 to 12. The average number of meetings participants reported attending was 4.3, and ranged from 1 to 10. That said, participants were required to attend 4 monthly meetings, and for respondents who went to more than 4 are referring to other events the Academy was a part of such as GRC or GSFI workshops and sessions.

Using the same Likert scale as the above tables, Table 9 reports how satisfied participants were with the Academy. The relatively high averages for the statements below suggest overall satisfaction with the Academy. The lowest averages (5.0 & 5.1) were for the statements: The Academy will help me finish school; This program provided me strategies that will help me finish graduate school; The scholarship was just right for the amount of work required. The statements yielding the most agreement were in regards to the Faculty Mentors. Participants generally agreed their Faculty Mentors are relatable and helpful. Participants also agreed that a semester long program is long enough.

Table 9: Satisfaction with Academy	
	Average
The Academy monthly gatherings have been helpful	5.6
The Academy monthly gatherings have been helpful for my academic development	5.4
The Academy monthly gatherings have been helpful for my professional development	5.3
The Academy monthly gatherings have been helpful for my personal development	5.8
The Academy will help me finish school	5.1
I have recommended the Academy to other students	5.6
I would recommend the Academy to other students	5.7
My meetings with the Faculty Mentors have been helpful	6.3
I can relate to the Faculty Mentors	6.3
The Faculty Mentors have been helpful	6.4
The scholarship was just right for the amount of work required	5.1
I needed the scholarship to help me pay for school	6.7
I have made connections with other Academy students that will be helpful for me as I progress through graduate school	6.0
This program provided me strategies that will help me finish graduate school	5.0
This program served as a support system	5.9
Program meeting days fit into my schedule	5.4
A semester-long program is long enough	6.6

Table 10 reports the Academy services used by the participants. The Graduate fellowships that the most frequent service used (5 participants). Social/cultural support and community involvement were the next most frequent services used (3 participants for each). No participants reported using student employment opportunities, and no participant reported an 'other' service provided by the Academy.

Table 10: Academy Services Used	
	Number
Advisement	3
Advocacy	1
Mentoring	3
Internship and scholarship opportunities	2
Social/cultural support	3
Community involvement	3
Leadership development	2
Graduate fellowships	5
Student employment opportunities	0
Home away from home facility	2
Computer pod with basic free printing	3
Break room equipped with refrigerator, microwave, and lunch supplies	1
Other	0

Participants were invited to comment on the most valuable and least valuable aspects of the Academy from their perspective. They also were able to add additional comments regarding suggested improvements and anything else they may have wanted to relate to the Academy staff. Below are their comments in no particular order. Some comments have been left out due to irrelevance.

Most Valuable

- The support from other graduate students
- The money
- Know new friends, share knowledge
- Personal sharing and encouragement
- Networking with faculty and other students, support, environment created
- Doing things besides our regular academic program. And, getting to meet other students from other disciplines
- Having to go to different workshops and meeting wonderful people from other departments
- Attentiveness

Least Valuable

- At times, it appeared touchy-feely and the way a few aspects related graduate school were not well explained
- The meetings
- I didn't make as many meaningful connections as I expected to
- Meeting Friday afternoons
- Some of the homework

CONCLUSION

Twenty one students applied to the Academy for the Spring 2014 semester. Eleven students were accepted and the current report reflects 9 of the participants who responded to the survey sent by ISR staff. One respondent was male and the other 8 reported female as their gender. Six of the 9 respondents are currently employed. Only 1 participant reported graduating from a New Mexico high school. When asked for the reasons participants chose UNM for their graduate program, the most frequent response was for the location/region of the university, the program reputation, and the financial support offered by their program.

The averages provided in Table 9 indicate a general satisfaction with the Academy services. Based on last year's survey, there was a 9.8% decrease in the average answer regarding how helpful the Academy monthly workshops were (from 6.2 in 2013 to 5.6 in 2014). There was a 12.9% decrease in agreement that Academy meeting days fit the schedule of the participants; this finding was the most notable difference between the participants from last year to this year. Other notable differences from last year's participants and this year's were decreases in recommending the Academy to other students and that the Academy monthly meetings were helpful for the participants' personal development. There was a 7.4% increase in this year's participants reporting they made connections with other Academy students that will be helpful for their progress through graduate school.

Two of the participants expressed feelings regarding the meetings as being unhelpful. Although they listed lengthy comments, in sum they mentioned the 'touchy feely' nature of the meetings as being unhelpful and one commented that the meeting were "in need of an intervention", but did not elaborate on how the meetings need to be altered.

Appendix A: Percent Change Academy Satisfaction from 2013 to 2014

Table 9: Satisfaction with Academy	
	Percent Change
The Academy monthly gatherings have been helpful	-9.8
The Academy monthly gatherings have been helpful for my academic development	-5.3
The Academy monthly gatherings have been helpful for my professional development	-10.2
The Academy monthly gatherings have been helpful for my personal development	-9.4
The Academy will help me finish school	-5.6
I have recommended the Academy to other students	-3.5
I would recommend the Academy to other students	-9.5
My meetings with the Faculty Mentors have been helpful	-1.7
I can relate to the Faculty Mentors	-1.7
The Faculty Mentors have been helpful	1.6
The scholarship was just right for the amount of work required	-5.6
I needed the scholarship to help me pay for school	9.8
I have made connections with other Academy students that will be helpful for me as I progress through graduate school	7.1
This program provided me strategies that will help me finish graduate school	-12.3
This program served as a support system	-1.7
Program meeting days fit into my schedule	-12.9
A semester-long program is long enough	1.5

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

A6. What has been your usual pattern of enrollment?

A6a. During academic years I have primarily enrolled: _____

1. Part-time

2. Full-time

A6b. 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

A7. 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

A8. 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:	

A9. Did you graduate from a New Mexico high school? _____

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:	

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 GSFI 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

	Strongly disagree	Disagree	Disagree somewhat	Neither agree or disagree	Agree somewhat	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.								
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.								

B10. Satisfaction with Graduate Resource Center (GRC) and Academy services

	Strongly agree	Agree	Agree somewhat	Neither agree or disagree	Disagree somewhat	Disagree	Strongly disagree	Don't know/ Refuse
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.								
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:

	Strongly agree	Agree	Agree somewhat	Neither agree or disagree	Disagree somewhat	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.								

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. <i>Rate the extent to which each statement describes your relationship. Of my advisor, I would say:</i>	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.								
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 somewhat	Neither agree or disagree	Agree somewhat	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 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 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)

	1 Strongly disagree	2 Disagree	3 Somewh at disagree	4 Neither agree nor disagre e	5 Some what agree	6 Agree	7 Strongly agree	Don't know	Refuse
Because with only a bachelor's degree I would not find a high-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.									
To prove to myself that I am capable of completing my graduate degree.									
In order to obtain a more prestigious job later on.									
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.									
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 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.									

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 somewhat	Neither agree or disagree	Agree somewhat	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 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.

	Strongly disagree	Disagree	Disagree somewhat	Neither agree or disagree	Agree somewhat	Agree	Strongly agree	Don't know/ Refuse
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?

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

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
- 2- Black, African American

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