



The University of New Mexico

2014-2015 UNM Graduate and Professional Student Fellowship Participant Survey Report

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INTRODUCTION

This report describes the results of a survey administered to the participants of the 2014-2015 Latina/o Graduate Fellowship. Hosted jointly by the Graduate Resource Center (GRC) and El Centro de la Raza at the University of New Mexico, the Fellowship Program provides Latina/o graduate students with resources, networks, and skills in order to support them in completing their degree programs and increase their representation within academic and professional organizations. Once participants had completed the program's requirements—including attending eight monthly sessions, participating in at least two monthly workshops, meeting with a faculty member once per month, and completing mandatory assignments—they were presented with a \$1,000 scholarship to support their research.

Participants' final task was the completion of a web-based survey provided at the conclusion of the Fellowship. The survey collects participants' demographic information, employment history, educational background, reasons for graduate school attendance, experiences with graduate school, expectations for and aspirations upon finishing their graduate program, and use of and satisfaction with services provided by the GRC, the Graduate Student Funding Initiative (GSFI), El Centro de la Raza, and the Fellowship program. Forty-six students applied to the 2014-2015 program and twenty were accepted, including nineteen who completed the program in its entirety and one who completed the majority of its requirements.

Demographics

Of the twenty accepted Fellowship participants, eleven were male and nine were female. The average age of the participants was 29.6 years old, ranging from 23 to 42 years old. Ten participants reported their race/ethnicity as White, two as American Indian or Alaska Native, and two did not specify their race/ethnicity; the remaining six self-identified as Chicano, Mestizo, Latina, Mexican, Latino, and Indigena. All but one reported being of Hispanic, Latino, or Spanish origin; of these, twelve indicated Hispanic ancestry through Mexico (Mexican, Mexican American, or Chicano) while seven self-identified Peruvian (two participants), Colombian (two participants), Bolivian, and Spanish (two participants) descent. Two of the participants reported being second-generation college students while the rest reported being first-generation college students. Sixteen were U.S. citizens, three were non-U.S. citizens (i.e. citizens of another country), and one was a permanent resident of the U.S. Eight of the participants reported having a spouse or partner living with them, and two reported having dependent children living with them.

Employment

Sixteen of the participants were employed as of their completion of the survey, of which three reported being employed full-time (40 hours/week) and thirteen reported being employed part-time. Participants worked an average of 26.1 hours per week, ranging from 10 to 50 hours per week. All sixteen indicated UNM as their primary employer. Ten reported

their position as a teaching assistant, two as a research assistant, one as a graduate student researcher, one as a graduate assistant, one as an educational mentor and tutor, and one as a director. When asked to report their usual employment status for the last three years, four of the participants indicated full-time status, nine indicated part-time status, and seven indicated student status.

Education

When asked to report the highest level of education they had attained, twelve of the participants reported having completed a bachelor's degree, seven reported having completed a Master's degree, and one indicated ABD ("all-but-dissertation") status. Nine of the participants graduated from a New Mexico high school while the other eleven graduated from high schools outside the state. Twelve participants applied to graduate program at schools other than UNM; of these, three were accepted into one other school, four into two other schools, four into three other schools, and one into five other schools.

Graduate Program

Fellowship participants were asked to indicate why they chose UNM for their graduate program from a list of eight possibilities, from which they could select as many as applicable. Table 1 provides the possible reasons and the number of participants who chose them in order of most to least popular. Disregarding the 'Other' category, 'Program Reputation' was the most popular reason students chose UNM and 'Program Requirements' was the least chosen reason. By comparison, the participants of the 2013-2014 Fellowship Program also indicated 'Program Requirements' as the least popular option, but among that group 'Program Reputation' came in second to 'Location/Region' as the most popular option.

Table 1: Reasons Participants Chose UNM	
	Count
Program Reputation	15
Financial Support	13
Location/Region	11
Course Offerings	8
University Reputation	7
Job Placement	6
Program Requirements	3
Other	0

Participants were asked to report on information and services provided to them at the start of their graduate program, beginning with their awareness and attendance of orientations for new graduate students offered by UNM or their program. Fourteen participants reported both knowing about and attending a university-offered orientation, while six reported not knowing about such an event; among the seventeen participants who were aware of a program-offered orientation, thirteen attended one. Nine of the participants indicated their program provided completion and/or attrition rates online or in other orientation materials and three of these reported that this information affected their decision to enroll; the remaining participants reported either their program did not provide this information (four students) or they were unaware of it (seven students). Only one student indicated her program provided job placement rates online or in other orientation materials and that this information affected her decision to enroll, while nine reported their program did not provide this information and ten reported being unsure if it did. However, among those participants who reported not knowing if their program provided this information, one indicated it influenced his decision to enroll nevertheless.

Participants were also asked to report the departmental and organizational affiliations they held, as well as the length of their membership for their organizational affiliations. The departmental affiliations listed were: Language, Literacy, and Sociocultural Studies (LLSS); Spanish and Portuguese; English; Biomedical Engineering; Psychology; Family Studies; Nutrition; Economics; Sociology; Latin American Studies; Nanoscience & Microsystems; and Linguistics. Organizational affiliations included: LLSS PhD group; Spanish and Portuguese Graduate Student Association (GSA); Golden Key Honor Society; Psychology GSA; Project for New Mexico Graduates of Color (PNMGC); Transnational Collective; Blue Mesa Review; Student Organization for Latin American Studies; Men of Color Alliance; Dream Team NM;

Student Action Network; MexSA; and MEChA.¹ The data for the length of membership for these organizations is incomplete for all participants, so they are omitted from this report.

Finally with respect to participants' graduate program was a set of statements for which respondents were asked to rate their level of agreement using a likert scale ranging from 1 ('strongly disagree') to 7 ('strongly agree').² Table 2 lists these statements as well as the average response for each, with higher averages indicating stronger agreement. Participants generally agreed their program and their relationships with faculty were of high quality but were more hesitant to agree with statements asserting positive relationships between themselves and other students in their program (e.g. 'I am part of a supportive student community in my program' and 'Experienced students mentor new students'). Average responses for these statements fall between 4 ('neither agree nor disagree') and 5 ('agree somewhat').

¹ Although only a handful of students mentioned them, all respondents were affiliated with the following organizations by virtue of participation in the Latina/o Fellowship Program: Graduate Resource Center (GRC), Graduate Student Funding Initiative (GSFI), and El Centro de la Raza.

² For any survey question using this scale, respondents could also indicate 8 ('Don't know') or 9 ('Refuse to answer'), but these values were treated as missing and therefore not used the calculation of averages provided in the tables in this report.

Table 2: Graduate Program	
	Average
I understand the requirements in my program	6.4
I am annually reviewed to assess my progress	5.8
There is some sense of solidarity among the students who enter the program at the same time	5.6
Students have an active role in the program decisions that affect them	4.8
Students have little contact with each other	4.1
Experienced students mentor new students	4.9
Students freely share information with each other about opportunities and how to get through the program	5.5
I am part of a supportive student community in my program	4.8
Faculty care about students in the program	5.9
Faculty really cares about advising students	5.8
Faculty is accessible to students	5.8
I am satisfied with my choice of graduate program	6.1
My department advocates for me when necessary	5.7
My department gives me regular and constructive feedback on my progress towards degree completion	5.7
I am satisfied with my choice of this university for graduate school	6.2
My graduate program encourages me to complete my degree	6.2
Faculty is generous with their time with students	5.9

Advisor Information

Fellowship participants were presented with a series of questions concerning their relationship with an advisor. Nineteen participants currently have an advisor, and fourteen of these had an advisor immediately upon beginning their graduate program. Next was a set of statements regarding how satisfied participants were with their advisor for which they were asked to rate their level of agreement using a likert scale ranging from 1 ('strongly disagree') to 7 ('strongly agree'). Table 3 lists these statements and the average response for each. Although the averages below never drop below a 5 ('agree somewhat'), an analysis of responses by individual participants reveals a fair amount of variation: while fourteen participants responded with a 5 or higher for all of the statements in Table 3, three participants responded with a 3 ('disagree somewhat') or lower for at least one statement and one participant responded with a 2 ('disagree') or lower for all statements.

Table 3: Advisor Information	
	Average
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
I am satisfied with the amount and quality of time spent with my advisor	5.3
My advisor has been helpful	6.2

Reasons for Graduate School Attendance

Survey respondents were presented with another set of statements, this time regarding their motivations for attending graduate school, which they again rated according to their level of agreement using a likert scale ranging from 1 ('strongly disagree') to 7 ('strongly agree'). Table 4 lists these statements and reports the average response for each. The five most highly rated statements (including one statement with an average of 6.6 and a tie between four statements with an average of 6.5) suggest that participants are primarily attending graduate school because they find engaging with their chosen disciplines highly satisfying and hope to apply their knowledge in a related career once they graduate. The two statements participants agreed with least were 'Honestly, I don't know; I really feel that I am wasting my time in school' and 'I once had good reasons for going to graduate school; now I wonder whether I should continue', the same statements agreed with least by the 2013-2014 Fellowship participants. However, the average responses to these statements have increased since that year's average responses by at least a full half point for both statements (a difference of 0.6 and 0.5, respectively), such that the score for the latter statement reaches a 3 ('disagree somewhat'); this suggests that on average participants were apprehensive about confidently disagreeing with the statement 'I once had good reasons for going to graduate school; now I wonder whether I should continue.'

Table 4: Reasons Participants Attend Graduate School	
	Average
Because with only a bachelor's degree I would not find a high-paying job later on	5.7
Because I experience pleasure and satisfaction while learning new things	6.6
Because I think that a graduate education will help me better prepare for the career I have chosen	6.4
For the intense feelings I experience when I am communicating my own ideas to others	5.8
Honestly, I don't know; I really feel that I am wasting my time in school	2.5
To prove to myself that I am capable of completing my graduate degree	5.2
In order to obtain a more prestigious job later on	6.1
Because eventually it will enable me to enter the job market in a field that I like	6.5
I once had good reasons for going to graduate school; now I wonder whether I should continue	3.0
For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments	6.2
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 orientation	6.5
For the satisfaction I feel when I am in the process of accomplishing difficult academic activities	6.3
To show myself that I am an intelligent person	5.1
In order to have a better salary later on	6.1
Because my studies allow me to continue to learn about many things that interest me	6.5
Because I believe that a few additional years of education will improve my competence as a worker	6.2

Finishing Graduate Program

After responding to the set of statements regarding the reasons they were attending graduate school, the Fellowship participants encountered a set of statements concerning their confidence in finishing their graduate program as well as factors that may influence their resolve. The students rated these statements according to their level of agreement using a likert scale ranging from 1 ('strongly disagree') to 7 ('strongly agree'). Table 5 lists these statements and the average response for each. In general participants strongly agreed they would finish their degree program and indicated assistance from within their department as being partially responsible for their confidence. Although on average participants agreed at least somewhat the number of hours they worked hindered their ability to complete their program, they were ambivalent as to whether work commitments

in general had this effect. This same sentiment emerged for the influence of family commitments and the scheduling of classes. Consistent with the average response participants gave when prompted with ‘I bear the full responsibility of paying for my education—a 5 (‘somewhat agree’)—on average participants strongly agreed additional financial assistance help.

Table 5: Completing Graduate Program	
	Average
The number of hours I work affects my ability to complete my degree program	5.5
I am motivated to finish my degree	6.3
I bear the full responsibility of paying for my education	5.0
My family supports my decision to go to school	6.2
Family commitments affect my ability to complete school work	4.2
Work commitments affect my ability to complete school work	4.4
Class offerings don’t fit my schedule	4.1
I will finish my degree	6.9
My department has encouraged me to finish my degree	6.5
My committee has been helpful	5.7
My organizational skills have been helpful in getting through my degree	5.2
Additional financial assistance would help	6.7
I am able to juggle classes and activities with work, family, and other obligations	5.1
Graduate school is stressful	6.5
I have a strong support network	5.4
It will take me longer to complete graduate school than I expected	4.9
My department has provided helpful guidance	5.6
Mentoring/advising has contributed to my progress	5.7
Completing this degree will help me get a good job	5.9

The next set of statements referred to possible career choices participants might choose once they completed their graduate program, which they rated according to their level of agreement using the same likert scale as above. Table 6 lists these career possibilities and the average response for each, in order of the most popular choice to the least popular one (other than the ‘Something Else’ option). On average participants could not confidently agree with any of the options provided in Table 6 (with the highest rated option reaching just over a 5, ‘somewhat agree’), and the ‘Something Else’ option was rated higher than two of the other options. This disgruntlement with the career options listed in Table 6 was noted in the 2013-2014 Fellowship report and as it too suggests, it could be useful to explore what

graduate students aspire to do with their degrees other than the options provided below. Nevertheless, thirteen participants agreed at least somewhat with the highest rated option, 'Tenure Track Position', and twelve agreed at least somewhat with the second highest rated option, 'Private/Public Researcher (Not Professor)'; only five agreed at least somewhat with the lowest rated option, 'Bureaucrat'.

Table 6: Possible Career Field Choice	
	Average
Tenure Track Position	5.1
Private/Public Researcher (Not Professor)	4.9
Administrator	4.0
Bureaucrat	3.3
Something Else	4.8

Services Utilized for GRC/GSFI and El Centro de la Raza

Near the start of the survey Fellowship participants were prompted to indicate which services they had used of those provided by the GRC, GSFI, and El Centro de la Raza. Table 7 lists the services provided by the GRC and the number of participants who had ever utilized them, in order of most to least utilized (with the 'Other Services' category at the bottom for comparison). Among individual respondents, utilized services ranged from eight participants who had used only one of the services below (besides 'I am not sure of all of the available activities' and 'Other Services') to two participants who had used four of the services below. The average number of GRC workshops participants had attended was 9.7, ranging from one participant who had attended 5 workshops to one participant who had attended 30 workshops. All of the participants had utilized at least one service offered by the GRC at some point. The two participants who indicated 'Other Services' listed "Using the space and lab for group meetings/printing resources" and "Access to printing and computers" as additional services utilized.

Table 7: GRC Services Utilized	
	Count
GRC Workshops	19
Weekly Workshops on Academic and Professional Topics	7
One-on-one Consultations	5
Presentation Skills and Leadership Development	3
Thesis/Dissertation Boot Camps	3
Thesis/Dissertation Writing and Support Groups	2
Research Design, Data Analysis, and Statistical Methods	1
Language Learning	0
Online Writing Lab for Feedback via E-mail	0
I am not sure of all of the available activities	0
Other Services	2

Prior to the 2014-2015 academic year graduate students were able to participate in workshops offered by the GSFI as well as the GRC. The GSFI workshops were designed to develop students' competency in conducting research and obtaining funding, and although students had the option of participating in GSFI workshops independently, the GSFI offered sets of workshops in particular areas that students could receive certification in once they had completed the required sessions. These certifications could then be used by students to obtain funding from a variety of sources or to serve as a Principal Investigator (PI) on a particular research project. Even though the GSFI workshops were offered for the last time during the Spring 2014 semester, the 2014-2015 Fellowship participants were asked which GSFI certifications they were planning on obtaining or had already received. Table 8 lists the certification areas and the number of the students who were interested in receiving or who had received a certificate from them, from most to least popular. The areas were not mutually exclusive and survey respondents could choose as many as applicable. The average number of GSFI workshops participants had attended was 1, ranging from fourteen participants who had never attended one to one participant who had attended 6 of them.

Table 8: GSFI Certification	
	Count
Grant Writing	17
Research Ethics	7
Research Compliance	5
PI Eligibility	4

Fellowship participants could also take advantage of services offered by El Centro de la Raza. Table 9 lists the services provided by this organization and the number of participants who had ever utilized them, in order of most to least utilized (with the 'Other Services' category at the bottom for comparison). Among individual respondents, utilized services ranged from one participant who utilized none of the services below (besides 'Other Services') to one student who utilized all of the services below. Of the two participants who indicated 'Other Services', one listed "Partnerships" as an additional utilized service and one did not specify what additional service he made use of.

Table 9: El Centro de la Raza Services Utilized	
	Count
Graduate Fellowships	12
Computer Pod (w/ basic free printing)	7
Internship and Scholarship Opportunities	6
Advisement	5
Mentoring	4
Social/cultural Support	4
Leadership Development	3
Advocacy	2
Break Room (w/ refrigerator, microwave, and lunch supplies)	2
Community Involvement	2
Free Faxing	1
Home Away from Home Facility	1
Student Employment Opportunities	1
Other Services	2

Satisfaction Level for GRC/GSFI and El Centro de la Raza

In addition to reporting which services they had made use of Fellowship participants were prompted to indicate how satisfied they were with these services. To do so they used a likert scale ranging from 1 ('strongly disagree') to 7 ('strongly agree') to rate the statements listed in Table 10, which also provides the average response for each statement. Rounding to the nearest whole score, participants confidently agreed (6 = 'agree' or higher) with all of the statements in Table 10, suggesting that they were highly satisfied with the services provided by both organizations. The two most highly rated statements were 'GRC staff has been helpful' and 'El Centro staff has been helpful', indicating that aid provided by the staff of these two organizations was among the most appreciated services rendered.

Table 10: Satisfaction with GRC/GSFI and El Centro de la Raza Services	
	Average
The GRC workshops I have attended have been helpful	6.1
The workshops have helped me in my professional development	6.1
The workshops will help me finish school	5.7
I have recommended the workshops to other students	5.5
I would recommend the workshops to other students	6.2
GRC staff has been helpful	6.7
El Centro staff has been helpful	6.5
Consultations with GRC staff have been helpful	6.2
Consultations with El Centro staff have been helpful	6.2
Other GRC services I have received have been helpful	6.3

Satisfaction Level for Fellowship Program

Survey respondents were also prompted to indicate how satisfied they were with the Fellowship program in particular. Table 11 lists the statements participants rated using a likert scale ranging from 1 ('strongly disagree') to 7 ('strongly agree') as well as the average response for each statement. Given that the minimum average response below is a 5 ('agree somewhat'), Table 11 suggests that in general participants were quite satisfied with Fellowship program, would recommend the program to other students, and agreed the scholarship amount was appropriate given the tasks completed. Similar to Table 10, the two most highly rated statements were 'I can relate to the Faculty Mentors' and 'The Faculty Mentors have been helpful', indicating that interactions with the Faculty Mentors were among the most appreciated elements of the Fellowship program. Supporting this pattern is the observation that Fellowship participants met with their Faculty Mentors an average of 9.4 times, ranging from one participant who reported 3 meetings to another who reported 25 meetings. Participants also attended an average of 6.8 Fellows workshops, ranging from one participant who attended none of these workshops to one participant who attended 10 of them.

Table 11: Satisfaction with Fellowship	
	Average
The Graduate Fellow monthly gatherings have been helpful	6.2
The Graduate Fellow monthly gatherings have been helpful for my academic development	6.4
The Graduate Fellow monthly gatherings have been helpful for my professional development	6.6
The Graduate Fellow monthly gatherings have been helpful for my personal development	6.4
The Graduate Fellowship will help me finish school	6.2
I have recommended the fellowship to other students	6.2
I would recommend the fellowship to other students	6.4
My meetings with the Faculty Mentors have been helpful	6.5
I can relate to the Faculty Mentors	6.6
The Faculty Mentors have been helpful	6.7
The scholarship amount was just right for the amount of work required	5.8
I needed the scholarship to help me pay for school	5.7
I have made connections with other Fellows that will be helpful for me as I progress through graduate school	5.0
This program provided me strategies that will help me finish graduate school	6.2
This program served as a support system	5.9
Program meeting days fit into my schedule	6.0
A semester long program is long enough	5.2

Near the end of the survey participants were asked to share what they found to be the most and least helpful aspects of the Fellowship program. Students first listed what they thought were the most helpful aspects of the program, over half of which included references to assistance or support by staff or faculty. Their responses are provided below (irrelevant comments or entries of ‘nothing’ or ‘N/A’ are omitted):

- Social support.
- I found resources to help me in my academic career and helped create a vital network that will help me find employment in the future.
- They really care about helping you out.
- The support and networking.
- The mentors advise [*sic*] of surviving graduate school.
- I was extremely pleased with the ongoing support they provided me with.
- Commitment, knowledge, meeting people.
- As someone that transferred from a 98\$ [*sic*] Anglo institution, the cultural acceptance and validation was important to me.

- The sessions on the CV/portfolio and getting a job were very practical and helpful. I also thought the work on the prime abstract really helped me figure out how to talk about my work.
- The panel of professors chosen to mentor the Latina Graduate Fellowship were extremely inspirational, motivational and supportive to push through my final semester of grad school.
- The mentorship of Jorge Garcia, lists of funding resources.
- The tremendous support, as there was always a sense that the program wanted to be supportive and understanding of anything that was going on. I honestly received support that I did not expect and it was most appreciated.
- The advisors.
- It was comforting to hear others' stories about pursuing a college education when no one else in their family before the [sic] had done so. Strategies were shared in getting through a graduate program.
- The help and advice they offer by people I can relate to and understand me.
- The advice and resources.
- The Fellowship.

Students then reported on what they found least useful about the Fellowship program. Their responses are provided below (irrelevant comments or entries of 'nothing' or 'N/A' are omitted):

- Funding
- I would have liked to see more involved help with creation of CV, letters of intent and the assignments we had during the meetings. There seemed to be some disconnect between lectures and assignments.
- I wish we could have done more group building activities. I was surround [sic] by great bright minds and didn't really get a sense like I knew anything meaningful about any of my peers.
- Schedule.
- Knowing what was offered in terms of services.
- Some of the sessions aren't very focused. I came away from several of the monthly sessions feeling like I did not learn what was promised on the form. For example, the funding session sheet said we would learn to develop a budge [sic] and write a grant. We did not learn those things.
- The writing assignments.
- The focus on academic jobs.
- Slight unfriendliness of other staff.
- GRC workshop requirements.
- All the distractions and unnecessary gossip that happens in El Centro.

CONCLUSION

This report describes the responses to a survey completed by the twenty 2014-2015 Latina/o Graduate Fellowship participants as part of the requirements to finish the program. Consistent with the aim of the Fellowship, all of the participants except for one were of Hispanic, Latino, or Spanish origin. The majority were also U.S. citizens and first-generation college students. Other demographic characteristics including gender, age, and race/ethnicity were more mixed. With respect to employment and educational status, over three-quarters were employed at the time the survey was completed and just under half reported graduating from a high school within the state and having completed the equivalent of a Master's degree or more.

Taken together, the mean for the averages listed in Tables 10 and 11 is 6.1 (just above 6 = 'agree'), suggesting that in general the Fellowship participants were quite satisfied with the various aspects of the Fellowship program and with the services provided by its affiliated organizations, the GRC, GSFI, and El Centro de la Raza. The most highly rated statements from these tables indicate participants were especially pleased with the assistance they received from and interactions they shared with associated staff and faculty mentors. Yet survey responses also suggest there are members among this year's participants who either do not feel that a positive sense of community exists among the students in their department, are dissatisfied with their relationship with their advisor, or are disillusioned with their graduate program to the extent that they are sincerely questioning their continued involvement in it. It should be noted that these characteristics do not simultaneously apply to any one student, however.

The majority of the statements present in Table 11 are also present in a similar table in the 2013-2014 Fellowship report. Calculating the mean only of the average responses to the statements present in both tables reveals that the 2013-2014 participants agreed with the shared set of statements more strongly than the 2014-2015 participants, but only by a tenth of a point (mean = 6.3 and 6.2, respectively). A table listing the percent change in agreement for each individual statement in Table 11 is provided in Appendix A. As participants finished the survey they were asked to provide any final comments regarding the Fellowship program; these comments are listed in their entirety in Appendix B. Finally, the survey instrument to which participants responded is provided in Appendix C.

Appendix A: Percent Change Fellowship Satisfaction from 2013-2014 to 2014-2015 for Statement Prompts in Table 11

**The statements listed in the table below represent only those present in both the current and prior year's reports. A positive value under the Percent Change column indicates that the 2014-2015 participants agree with the statement more than the 2013-2014 participants; a negative value indicates that the 2014-2015 participants agree with the statement less than the 2013-2014 participants.*

Table 11: Satisfaction with Fellowship	
	Percent Change
The Graduate Fellow monthly gatherings have been helpful	-3.1
The Graduate Fellow monthly gatherings have been helpful for my academic development	-1.5
The Graduate Fellow monthly gatherings have been helpful for my professional development	4.8
The Graduate Fellow monthly gatherings have been helpful for my personal development	1.6
The Graduate Fellowship will help me finish school	-3.1
I have recommended the fellowship to other students	-3.1
I would recommend the fellowship to other students	-3.0
My meetings with the Faculty Mentors have been helpful	-3.0
I can relate to the Faculty Mentors	4.8
The Faculty Mentors have been helpful	3.1
The scholarship amount was just right for the amount of work required	-1.7
I needed the scholarship to help me pay for school	-6.6
I have made connections with other Fellows that will be helpful for me as I progress through graduate school	-7.4
This program provided me strategies that will help me finish graduate school	1.6
This program served as a support system	-6.3
Program meeting days fit into my schedule	-3.2

Appendix B: Additional Comments

**Irrelevant comments are omitted.*

- Thanks!!
- This was a very useful fellowship that helped me not only with what I am currently working on as a researcher but to figure out what steps I needed to take after graduating from my current program.
- I really appreciated the Latino/a Fellowship. I found the work very valuable in terms of what I needed to know about academia, and our mentors really cared. Thank you!
- The fellowship was great and incredibly helpful. It would be nice to see more representation from other fields (Hard sciences, if possible). Announce in those departments to allow for wider networking.
- Although I certainly appreciate *[sic]* the lectures the mentors gave they could have been shorter. We could have used the extra time to do community building activities with it peers.
- This experience has been both worthwhile professionally and academically. I am honored to have participated in this fellowship.
- Great program. I learned a lot.
- I think it would be prudent to include a comment or stand alone 'other' section in the race and ethnicity parts of this survey. For people such as I, being limited to 1 choice is not representative.
- I found the Latina Graduate Fellowship Program to be of high importance in my academic success, the motivation and support I found throughout all the meetings was extremely helpful. I was inspired to believe again in my ability to succeed in graduate school, to believe that I do fit in graduate school, and in *[sic]* despite all the obstacles presented in my graduate program I can finish my degree. I find the Latina Graduate Fellowship Program an asset for student success and would highly encourage to *[sic]* keep the program going in future years to continue helping graduate students.
- The faculty presenters of the fellowship were absolutely amazing and provided us with invaluable knowledge, delivered in a dynamic way that allowed for us to reflect on our personal selves. I am very grateful for this opportunity *[sic]* but I wish there were more fellowships for raza professional and academic development like this one now that I've *[sic]* done it once, I can't *[sic]* repeat :(I plan to maintain relations with the faculty and my fellow fellows.
- Thank You SO much for all that you have done. I truly value the opportunity you have provided to learn and grow as a scholar and as a person and for the support and love you have shown to me.
- Thank you to Adriana, Manuel, and Leila for their passion in education. This program helped me to discover things about graduate school (and life) I might not have otherwise encountered elsewhere.

- Thank you for this opportunity. Hasta la victoria siempre, hasta siempre y adelante!
- The faculty fellows were extremely helpful and had excellent presentations [*sic*]. I thoroughly enjoyed going to the meetings and always took something valuable from them.

Appendix C: Survey Instrument

Graduate Resource Center Fellows Survey

Welcome!

You are being asked to complete this survey because you received a 2014/15 Latina/o Graduate and Professional Student Fellowship. This fellowship is being offered by El Centro de la Raza and the Title V Graduate Resource Center. The goal of the fellowship is to serve as a support system by making resources, networks and skills available to students for the successful completion of their graduate degrees.

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

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

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

INSTRUCTIONS:

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

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

Thank you for participating in our survey.

Note: Pressing the 'Save' button at anytime will allow you to exit the survey while saving what you have completed thus far. You will be asked to provide your email address so a new link to the survey with your saved answers can be provided to you.

Education and Current Graduate Program

Q1: What is your highest level of education completed?(Refers to only what you have completed, not to what you are currently striving to attain)

- Bachelor's Degree
- Master's Degree
- ABD
- Ph.D.
- Other e.g. J.D., Ed.D., M.D., M.P.H., etc. (Please specify):

If you have chosen "other", please specify:

Q2: What is your current departmental affiliation? (i.e. Biology, Psychology, etc.)

Q3: Are you currently completing your masters degree, doctoral degree, or some other degree?

- Master's degree Doctoral degree J.D. M.D.
 Other (please specify):

If you have chosen "other", please specify:

Q4: When did you begin your current graduate program?(If you are in a program where you first did a masters and then continued in the Ph.D. program at the same institution, list the start of the masters years. Please provide in the format MM/YYYY)

Q5: What is your anticipated completion date (Month/Year)?(Please provide in the format MM/YYYY)

Q6: What has been your usual pattern of enrollment?During academic years I have primarily enrolled:

- Part-time Full-time

Q7: What has been your usual pattern of enrollment?During summers I have primarily spent my time:(If this is your first semester please select 'N/A')

- Enrolled
 Not enrolled, primarily doing work related to my graduate program
 Not enrolled, primarily doing work not related to my graduate program
 N/A

Q8: Have you taken at least one term off (excluding summer) during this graduate program?(If this is your first semester please select 'N/A')

Yes No N/A

Q9: What were the main reasons you selected this graduate degree program?(Check all that apply)

- | | | |
|---|--|--|
| <input type="checkbox"/> Faculty/Program reputation | <input type="checkbox"/> University reputation | <input type="checkbox"/> Financial support |
| <input type="checkbox"/> Program requirements | <input type="checkbox"/> Course offerings/curricula | <input type="checkbox"/> Job placement |
| <input type="checkbox"/> Location/region | <input type="checkbox"/> Other (Please briefly explain): | |

If you have chosen "other", please specify:

Q10: Did you graduate from a New Mexico high school?

Yes No

Q11: Did you apply to other graduates schools in addition to UNM?

Yes No

Education and Current Graduate Program

Note: if you have answered/chosen item [2] in question 11, skip the following question

Q12: How many other graduate school programs were you accepted into?

Graduate Resource Center & Graduate Student Funding Initiative Services

Q13: Have you utilized any GRC services yet?

Yes No

Graduate Resource Center & Graduate Student Funding Initiative Services

Note: if you have answered/chosen item [2] in question 13, skip the following question

Q14: In what semester and year did you first use a GRC service?

(Example: Fall 2011)

Note: if you have answered/chosen item [2] in question 13, skip the following question

Q15: What services provided by the Graduate Resource Center have you used? (Check all that apply)

- 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
- I am not sure of all of the available activities
- Other services, please list:

If you have chosen "other", please specify:

Q16: What services provided by El Centro de la Raza have you used? (Check all that apply)

- Advisement (e.g. academic, financial aid, career, and personal counseling)
- Advocacy
- Mentoring
- Internship and scholarship opportunities
- Social/cultural support
- Community involvement
- Leadership development
- Graduate fellowships
- Student employment opportunities
- Home away from home facility
- Computer pod with basic free printing
- Break room equipped with refrigerator, microwave, and lunch supplies
- Free faxing
- Other services, please list:

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									
El Centro staff has been helpful									
Consultations with GRC staff have been helpful									
Consultations with El Centro staff have been helpful									
Other GRC services I have received have been helpful									

Graduate Resource Center & Graduate Student Funding Initiative Services

Q22: Satisfaction with Graduate Resource Center (GRC) and El Centro de la Raza services for Fellows. (If any of the following statements do not apply please check the Not applicable box)

I have made connections with other Fellows that will be helpful for me as I progress through graduate school

This program provided me strategies that will help me finish graduate school

This program served as a support system

Program meeting days fit into my schedule

A semester long program is long enough

Q24: From this program my preference is to acquire:

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									

General University and Graduate Program Questions

Q30: Why do you go to Graduate School? (Rate the extent to which each of the following items presently corresponds to one of the reasons why you go to graduate school)

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

Because this will help me make a better choice regarding my career orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Q32: Why do you go to Graduate School? (Rate the extent to which each of the following items presently corresponds to one of the reasons why you go to graduate school)

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

General University and Graduate Program Questions

Q33: Did the university offer any orientation workshops or sessions that were devoted to graduate student issues?

Yes No Don't know

General University and Graduate Program Questions

Note: if you have answered/chosen item [2, 3] in question 33, skip the following question

Q34: Did you attend any orientation workshops or sessions that were devoted to graduate student issues?

Yes No

General University and Graduate Program Questions

Q35: Did your graduate program offer a formal orientation to the program in addition to any university graduate orientation programs?

Yes No Don't know

General University and Graduate Program Questions

Note: if you have answered/chosen item [2, 3] in question 35, skip the following question

Q36: Did you attend a formal orientation to the program in addition to any university graduate orientation programs?

Yes No

General University and Graduate Program Questions

Q37: Did you receive or are you aware of a Graduate Student Handbook, or other orientation guide (either printed or online)?

Yes No

Q38: 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?

Yes No Don't know

General University and Graduate Program Questions

Note: if you have answered/chosen item [2] in question 38, skip the following question

Q39: Did this affect your decision to enroll?

Yes No

General University and Graduate Program Questions

Q40: Was information about the job placement of recent graduates included on the university or graduate program website or in other orientation materials?

Yes No Don't know

General University and Graduate Program Questions

Note: if you have answered/chosen item [2] in question 40, skip the following question

Q41: Did this affect your decision to enroll?

Yes No

General University and Graduate Program Questions

Q42: Tell us about your finishing your graduate program.

Rate the extent to which each statement describes your situation.

My department has provided helpful guidance									
Mentoring/advising has contributed to my progress									
Completing this degree will help me get a good job									

Q44: Tell us about your aspirations after you finish your program. Please rate each of the following career paths for how strongly you would like to pursue each after you finish your program.

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

El Centro de la Raza

Q45: How many times did you meet with your Fellows faculty mentor?

Q46: What was the most helpful thing about El Centro de la Raza program?

Q47: What was the least helpful thing about El Centro de la Raza program?

Q48: Was scholarship amount important to you?

Yes No

Demographic Information

Q49: What is your gender?

Male Female

Q50: What is your year of birth (YYYY)?

Q51: What is your legal residency status?

U.S. citizen Permanent resident of U.S.
 Non-U.S. citizen (citizen of another country)

Q52: Are you of Hispanic, Latino, or Spanish origin?

No, not of Hispanic, Latino, or Spanish origin
 Yes, Mexican, Mexican Am., Chicano
 Yes, Puerto Rican
 Yes, Cuban
 Yes, another Hispanic, Latino, or Spanish origin (e.g. Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, etc.)
(please specify)

If you have chosen "other", please specify:

Q53: What is your ethnicity/race?

- White
- Black, African American
- American Indian or Alaska Native
- Asian Indian
- Chinese
- Japanese
- Korean
- Vietnamese
- Filipino
- Native Hawaiian
- Samoan
- Guamanian or Chamorro
- Other Asian, other Pacific Islander or some other race (please specify)

If you have chosen "other", please specify:

Q54: Are you a:

- First generation college student
- Second generation college student
- Third generation college student or more

Q55: Is your fathers heritage of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish origin
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin (e.g. Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, etc.)
(please specify)

If you have chosen "other", please specify:

Q56: The ethnicity/race that most represents my fathers heritage is:

- White
- Black, African American
- American Indian or Alaska Native
- Asian Indian
- Chinese
- Japanese
- Korean
- Vietnamese
- Filipino
- Native Hawaiian
- Samoan
- Guamanian or Chamorro
- Other Asian, other Pacific Islander or some other race (please specify)

If you have chosen "other", please specify:

Q57: Is your mothers heritage of Hispanic, Latino, or Spanish origin?

- No, not of Hispanic, Latino, or Spanish origin
- Yes, Mexican, Mexican Am., Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, another Hispanic, Latino, or Spanish origin (e.g. Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, etc.)
(please specify)

If you have chosen "other", please specify:

Q58: The ethnicity/race that most represents my mothers heritage is:

- White
- Black, African American
- American Indian or Alaska Native
- Asian Indian
- Chinese
- Japanese
- Korean
- Vietnamese
- Filipino
- Native Hawaiian
- Samoan
- Guamanian or Chamorro
- Other Asian, other Pacific Islander or some other race (please specify)

If you have chosen "other", please specify:

Demographic Information

Q59: Are you currently employed?

- Yes No

Demographic Information

Note: if you have answered/chosen item [2] in question 59, skip the following question

Q60: What is your current employment status?

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

Demographic Information

Note: if you have answered/chosen item [2] in question 59, skip the following question

Q61: How many hours do you work within a given week?

Note: if you have answered/chosen item [2] in question 59, skip the following question

Q62: Is your principal employer UNM?

Yes No

Note: if you have answered/chosen item [2] in question 59, skip the following question

Q63: What is your primary job?

Demographic Information

Q64: What has been your usual employment status in the last three years?

Full-time (40 hrs./week) Part-time Student
 Unemployed

Q65: Do you have a spouse or partner who lives with you?

Yes No

Q66: Do you have any dependent children who live with you?

Yes No

Demographic Information

Note: if you have answered/chosen item [2] in question 66, skip the following question

Q67: How many dependent children live with you?

Demographic Information

Q68: Please list any campus organizations with which you are affiliated by the name of the organization and length of affiliation in months:(Example: Psi Chi National Honor Society in Psychology, 16 months; Biomedical Engineering Society, 25 months; etc.)

This concludes the survey. Thank you for your participation!

Final Thoughts and Suggestions

Q69: Please provide us with any additional comments you may have: