



The University of New Mexico

Graduate Resource Center and Graduate Student Funding Initiative 2012 Student Survey Report

Prepared by:

Erin R. Coleman, B.A. Institute for
Social Research, University of New
Mexico

Prepared for:

Graduate Resource Center and the
Graduate Student Funding Initiative,
University of New Mexico

**INSTITUTE FOR SOCIAL RESEARCH
UNIVERSITY OF NEW MEXICO**

JUNE 2013

INTRODUCTION

This report provides the results of the 2012 survey of the Graduate Resource Center (GRC) and the Graduate Student Funding Initiative (GSFI) participants and Office of Graduate Studies (OGS) students who did not participate in any GRC/GSFI services. Non-GRC/GSFI graduate students were included in the study in order to compare graduates who use the services offered from the GRC/GSFI to graduate students who did not use GRC/GSFI services to document any differences between these two groups of students. The survey was sent to 1,037 graduate students who were enrolled at UNM in Fall 2012 and who had attended at least one GRC/GSFI service since Fall 2011 and to 4,852 graduate students who were registered in Fall 2012 who had never participated in a GRC/GSFI service.

There were 269 respondents who completed the GRC/GSFI survey and 787 respondents who completed the OGS survey for a total of 1,056 respondents. There was a 26% response rate for the GRC/GSFI respondents and a 16% response rate for the non-GRC/GSFI graduate population. These response rates are not ideal however; they are on par with last year's response rate and are consistent with some research done on survey response rates. In a study by Porter and Umbach (2006), the authors found that public research universities have lower survey response rates compared to smaller, private and more rural colleges. They also found that students who are more engaged in academia have higher response rates for surveys (Porter and Umbach, 2006). The higher response rate of the GRC/GSFI survey respondents may indicate that students who have used GRC/GSFI services may have more interest in taking the survey because they have a connection with the GRC/GSFI and are familiar with the services offered. The survey was released on November 15, 2012 and was closed on December 21, 2013. An incentive in the form of a drawing of one \$20 UNM Bookstore gift certificate for every 20 students was offered for completing the survey.

ANALYSIS

Section One: Demographics

Section One reports demographic information, school enrollment, and graduate school status for the two groups of graduate students. This information is useful for describing the study sample and making some general comparisons between the two study groups. The information reported in Table 1 (gender, race/ethnicity, age) is similar with some slight differences across the two surveys.

A slightly larger percent of the OGS survey respondents (33.2%) were part-time students compared to the GRC/GSFI respondents (26.4%) and the total graduate student population (24.1%). There were also more OGS survey who were female (68.9%) compared to the GRC/GSFI survey respondents (51.9%) and the general graduate student population (56.1%).

There were larger percents of GRC/GSFI respondents who reported they were Asian or Pacific Islanders (10.7%), African-American (3.4%), or Multi-racial (5.4%), compared to OGS survey respondents and the general graduate student population.

The average age of the GRC/GSFI survey respondents (36.9) was greater than the OGS sample (34.7) and the general graduate student population average age (29.1) by almost 8 years. GRC/GSFI respondents self-reported being enrolled in Arts and Sciences (45.6%) at a much higher rate than OGS survey respondents (23.4%) and the general graduate student population (18.2%). There were also more GRC/GSFI survey respondents who reported they were enrolled in Education (24.9%) compared to OGS survey respondents (20.5%) and the general graduate student population (18.2%). Together Arts and Sciences and Education accounted for 70.5% of all GRC/GSFI survey respondents. Fewer GRC/GSFI survey respondents reported they were enrolled in a professional school (i.e. Pharmacy, Nursing, Law, and Medical).

Table 1- Comparing GRC/GSFI Participants to Graduate Population

| | GRC/GSFI Survey Respondents | OGS Survey Respondents | Graduate Student Population (Fall 2012)* |
|------------------------------|-----------------------------|------------------------|------------------------------------------|
| Pattern of Enrollment | | | |
| Full Time | 73.6% | 66.8% | 75.9% |
| Part Time | 26.4% | 33.2% | 24.1% |
| Gender | | | |
| Female | 51.9% | 68.9% | 56.1% |
| Male | 48.1% | 31.1% | 43.9% |
| Race | | | |
| American Indian | 3.9% | 2.5% | 4.1% |
| Asian or Pacific Islander | 10.7% | 7.3% | 3.8% |
| African American/Black | 3.4% | 2% | 2% |
| Hispanic | 27.3% | 25.6% | 26.8% |
| Multi-racial | 5.4% | 0.7% | 1.7% |
| Other | 4.9% | 2.8% | 10% |
| White | 44.4% | 59.2% | 51.6% |
| College Enrolled In | | | |
| Anderson School of Mgmt. | 3.8% | 13.9% | 10.7% |
| Architecture & Planning | 3.1% | 4.4% | 3.4% |
| Arts & Sciences | 45.6% | 23.4% | 22.1% |
| Education | 24.9% | 20.5% | 18.2% |
| Engineering | 8.4% | 9.4% | 11% |
| Fine Arts | 1.1% | 3% | 2.9% |
| Interdisciplinary | 1.5% | 3.7% | N/A |
| Law | 0% | 2.5% | 5.5% |
| Medicine | 1.5% | 4.6% | 4.2% |
| Nursing | 1.9% | 4.2% | 2.8% |
| Pharmacy | 1.1% | 4.8% | 0.2% |
| PharmD | 0% | 0% | 5.5% |
| Public Administration | 6.1% | 5.1% | 3.6% |
| University College | 0% | 0.5% | 0.7% |
| Total Students | 269 | 787 | 6,262 |

| | | | |
|--------------------|------|------|------|
| Average Age | 36.9 | 34.7 | 29.1 |
|--------------------|------|------|------|

*Excludes Non-Degree students

Table 2 further reports demographic information and graduate school information. This table reports citizenship, living arrangements (with or without partner or spouse), graduate program status, employment status, and whether the respondent lives with dependent children. Most of the differences in these populations were slight, including living arrangements and dependent children. The large majority of respondents from both groups do not live with dependent children and more than half of the respondents in each survey reported living with a partner or spouse.

Almost 18% of the GRC/GSFI respondents were not U.S. citizens compared to 7.8% of the OGS respondents and 5.8% of the GRC/GSFI survey respondents reported they were permanent residents of the U.S. compared to 2.5% of the OGS survey respondents. A larger percent of the OGS survey respondents (40.7%) reported they were employed full-time compared to GRC/GSFI survey respondents (33.7%).

Table 2- Select Demographics of Survey Respondents

| | GRC/GSFI Survey | | OGS Survey | |
|-----------------------------------------------|------------------------|---------|-------------------|---------|
| | Count | Percent | Count | Percent |
| Citizenship Status | | | | |
| Non-U.S. Citizen (citizen of another country) | 37 | 17.9% | 48 | 7.8% |
| Permanent Resident of U.S. | 12 | 5.8% | 15 | 2.5% |
| U.S. Citizen | 158 | 76.3% | 549 | 89.7% |
| MISSING | 62 | - | 175 | - |
| Living Arrangements | | | | |
| Spouse or Partner | 112 | 53.8% | 360 | 58.3% |
| Single | 96 | 46.2% | 257 | 41.7% |
| MISSING | 61 | - | 170 | - |
| Dependent Children | | | | |
| None | 222 | 82.5% | 623 | 79.2% |
| 1 | 22 | 8.2% | 72 | 9.1% |
| 2 | 18 | 6.7% | 73 | 9.3% |
| 3 | 6 | 2.2% | 12 | 1.5% |
| 4+ | 1 | 0.4% | 7 | 0.8% |
| Employment Status | | | | |
| Full Time | 70 | 33.7% | 251 | 40.7% |
| Part Time | 108 | 51.9% | 270 | 43.8% |
| Unemployed | 30 | 14.4% | 95 | 15.4% |
| Number of Survey Respondents | 269 | | 787 | |

Section Two: Motivation to Finish Degree

Table 3 reports survey respondents' assessment of their motivation to finish their degree. In this table, the number of respondents and the average answer is given for each question. The questions were rated on a Likert Scale ranging from 1 to 7, with 1 representing 'strongly disagree' and 7 representing 'strongly agree'. This scale is used throughout the survey and this report. In the actual survey, there were seven responses one could answer. In the report,

however, we combined 2 with 3 and 5 with 6, with 3 representing ‘somewhat disagree’ and 5 representing ‘somewhat agree’. We did this to save space to cut down on redundancy.

For both surveys, respondents reported being highly motivated to finish their degree. Both the OGS survey and the GRC/GSFI survey have an average answer of 6.3 for this question indicating that most respondents either answered ‘agree’ or ‘strongly agree’ to this question. Furthermore, respondents to both surveys indicated that they are very confident that they will finish their degree, with an average of 6.7 for the GRC/GSFI survey and an average of 6.6 for the OGS survey. As for factors that may affect degree completion, such as work hours, work commitments, and family commitments, there was not a large difference between the two groups in their average answers.

Table 3- Respondents’ Assessment of Motivation to Finish Degree

| | GRC/GSFI Survey | | OGS Survey | | Mean Difference |
|-------------------------------------------------------------------------------------|-----------------|---------|------------|---------|-----------------|
| | Count | Average | Count | Average | |
| Motivated to Finish | 203 | 6.3 | 610 | 6.3 | |
| Will Finish Degree | 200 | 6.7 | 605 | 6.6 | |
| Own Financial Responsibility | 197 | 5.1 | 587 | 5.2 | |
| Working Hours Affect Progress | 200 | 5.3 | 602 | 5 | |
| Work Commitments Affect Progress | 199 | 4.3 | 605 | 4.3 | |
| Family Commitments Affect School Work | 201 | 4 | 606 | 4 | |
| My family supports my decision to go to grad school | 196 | 5.9 | 610 | 6 | |
| My department has encouraged me to finish my degree | 201 | 5.8 | 603 | 5.6 | |
| My organizational skills have been helpful in getting thru my degree | 201 | 5.7 | 611 | 5.8 | |
| I have a strong support network | 202 | 5.5 | 607 | 5.5 | |
| I am able to juggle classes and activities with work, family, and other obligations | 203 | 5.3 | 607 | 5.3 | |
| Graduate school is stressful | 203 | 6.1 | 612 | 5.9 | * |
| It will take me longer to complete grad school than I expected | 193 | 5 | 589 | 4.3 | *** |
| My department has provided helpful guidance | 201 | 5.1 | 597 | 4.9 | |
| Mentoring/advising has contributed to my progress | 195 | 5.1 | 595 | 4.8 | * |
| My committee has been helpful | 164 | 5.5 | 657 | 5.2 | ** |

* $p < .05$, ** $p < .01$, *** $p < .001$

Section Three: GRC/GSFI Use of Services, and Assessment of Services

Table 4 and Table 5 report the frequency of services used by students, and the opinions they have of their experiences with the GRC and the GSFI. In addition, Table 6 examines the OGS sample’s opinions and knowledge of the services offered by the GRC and GSFI.

Table 4- GRC/GSFI Use of Services (GRC/GSFI Survey Only)

| | Count | Percent |
|-------------------------------------------------------|-------|---------|
| Semester of First Use of GRC/GSFI Services | | |
| Summer 2011 or Before | 66 | 29% |
| Fall 2011 | 44 | 19.4% |
| Spring 2012 | 48 | 21.1% |
| Summer 2012 | 11 | 4.8% |
| Fall 2012 | 58 | 25.6% |
| Services Used | | |
| One-on-One Writing Consultations | 53 | 19.7% |
| One-on-One Consultations | 10 | 3.7% |
| Thesis/Dissertation Boot Camps | 40 | 14.9% |
| Online Writing Lab | 34 | 12.6% |
| Research Design, Data Analysis, or Stats/Methods Help | 20 | 7.4% |
| Thesis/Dissertation Writing and Support Groups | 21 | 7.8% |
| Weekly Workshops on Academic and Professional Topics | 27 | 10% |
| Presentation Skills and Leadership Development | 20 | 7.4% |
| Language Learning | 3 | 1.1% |
| Not Sure of All the Available Services | 23 | 8.6% |
| Other Services | 22 | 8.2% |
| Plan to Obtain or Already Obtained Certificate | | |
| Grant Writing | 79 | 29.4% |
| PI Eligibility | 38 | 14.1% |
| Research Ethics | 58 | 21.6% |
| Research Compliance | 46 | 17.1% |

More students utilized the Fall and Spring workshops and attendance fell quite a bit in the summer-time. This is not surprising considering many students travel or work full-time in the summer. Additionally, the Summer semester is much shorter than the Fall and Spring semesters and fewer workshops are offered. The One-on-One Writing Consultations have the highest attendance with 19.7% of respondents making use of this service. The Thesis/Dissertation Boot Camps were also popular, accounting for 14.9% of the reported services. The least utilized service is the Language Learning service. Only 1.1% of respondents reported using this service. Many respondents indicated they were interested in obtaining a certificate offered by the GSFI, or that they already have obtained a certificate from the GSFI. The most popular certificate was in Grant Writing with 29.5% reporting their interest in this certificate. Next was the Research Ethics certificate, followed by Research Compliance, and then PI Eligibility.

Most respondents reported having high opinions of the GRC and GSFI. Table 5 reports the average for questions asked about the GRC/GSFI, and it also shows the percentages of respondents by category. In fact, the average response for the question, ‘GRC/GSFI services have been helpful to you?’ was 5.7 for the GRC and 5.5 for the GSFI, signifying that respondents agree with this statement. Moreover, respondents strongly agreed on the statements that GRC and GSFI staff have been helpful with an average response of 6 for the GRC staff and an average of 5.8 for the GSFI staff. Respondents had almost identical opinions of the GRC and GSFI aiding in professional development.

Table 5- Opinions of GRC/GSFI

| Opinions of GRC/GSFI Workshops | | | | | | | |
|----------------------------------------------------------|-------|---------|-------------------|----------------------------|----------------------------|----------------------|----------------|
| | Count | Average | Strongly Disagree | Disagree/Somewhat Disagree | Neither Agree nor Disagree | Agree/Somewhat Agree | Strongly Agree |
| GRC workshops have been helpful | 156 | 5.7 | 3.8% | 5.1% | 6.4% | 49.4% | 35.3% |
| GSFI workshops have been helpful | 85 | 5.5 | 4.7% | 8.2% | 8.2% | 48.3% | 30.6% |
| GRC Staff is Helpful | 153 | 6 | 2% | 2.7% | 7.2% | 43.2% | 45.1% |
| GSFI Staff is Helpful | 83 | 5.8 | 3.6% | 1.2% | 15.7% | 34.9% | 44.6% |
| GRC Workshops Will Help Me Finish School | 147 | 5.2 | 5.4% | 8.1% | 19% | 38.1% | 29.3% |
| GSFI Workshops Will Help Me Finish School | 78 | 4.7 | 5.1% | 14.1% | 30.8% | 30.8% | 19.2% |
| GRC Workshops Have Helped With Professional Development | 152 | 5.4 | 3.9% | 5.3% | 18.4% | 45.4% | 27% |
| GSFI Workshops Have Helped With Professional Development | 83 | 5.4 | 3.6% | 8.4% | 14.5% | 45.8% | 27.7% |

As Table 6 indicates, the OGS sample is pretty split with their familiarity and consideration of attending GRC and GSFI services. The most common reason why respondents reported not attending was they had time conflicts with either work or class. In previous surveys, graduate students have mentioned possibly offering sessions at various times so that they could make use of the services provided.

Table 6- Knowledge of GRC/GSFI from OGS Sample

| | Count | Percent |
|----------------------------------------|-------|---------|
| Familiar With GRC/GSFI Services | | |
| Yes | 342 | 46.8% |
| No | 388 | 53.2% |
| Considered Attending Workshops | | |
| Yes | 180 | 52.9% |
| No | 160 | 47.1% |
| Top 3 Reasons For Not Attending | | |
| Class/Work Conflict | 68 | 48.9% |
| No Time/Too Busy | 30 | 21.6% |
| Not Applicable or Not Ready | 18 | 21.6% |

Section Four: Respondents Self-Reported Reason for Attending Graduate School

Respondents were asked to what extent they agreed with statements about why they attend graduate school. Table 7 reports the top five reasons respondents reported for attending graduate school. Although GRC/GSFI students tended to agree more with statements emphasizing the pleasure of the learning process, they also strongly agreed with the statement about a graduate education helping to prepare them for a career. The OGS sample had one more statement than the GRC/GSFI relating to career statements. GRC/GSFI survey respondents tended to agree more strongly with statements than OGS survey respondents.

Table 7- Reasons for Attending Graduate School

| GRC/GSFI | Count | Average |
|----------------------------------------------------------------------------------------------------|-------|---------|
| Because I experience pleasure and satisfaction while learning new things | 194 | 6.5 |
| Because I think that a graduate education will help me better prepare for the career I have chosen | 219 | 6.4 |
| For the pleasure that I experience in broadening my knowledge about subjects which appeal to me | 215 | 6.1 |
| Because my studies allow me to continue to learn about many things that interest me | 212 | 6.1 |
| For the pleasure I experience when I discover new things | 217 | 6.0 |
| OGS | | |
| Because I think that a graduate education will help me better prepare for the career I have chosen | 632 | 6.4 |
| Because I experience pleasure and satisfaction while learning new things | 635 | 6.1 |
| Because eventually it will enable me to enter the job market in a field that I like | 629 | 5.9 |
| Because my studies allow me to continue to learn about many things that interest me | 624 | 5.9 |
| For the pleasure that I experience in broadening my knowledge about subjects which appeal to me | 624 | 5.8 |

CONCLUSION

A total of 1,056 graduate students responded to the survey. There were 269 respondents for the GRC/GSFI survey and 787 respondents for the OGS survey. The OGS survey was used as a comparison group to ascertain whether there were differences between students who used GRC/GSFI services and those who do not. In addition, the results also gave us information about the graduate population who does not use these services, such as their opinion of the GRC/GSFI and whether they are aware of the services and workshops. The response rates were low, but they were on par with last year's results and are representative of the research done on computer-based survey response rates.

There was an overrepresentation of respondents identifying as Asian or Pacific Islander for both surveys, and a slight overrepresentation of African Americans and Multi-racial respondents in the GRC/GSFI survey. A majority of respondents were female. Students enrolled in the College of Arts & Sciences are over-represented in the GRC/GSFI survey and the professional schools are under-represented in the GRC/GSFI compared to their representation in the general graduate student population. The average age of all graduate students was 6 years younger than the average graduate student in the OGS survey and 8 years younger than the average graduate student in the GRC/GSFI survey. Although the demographic information between the two groups is not markedly different, there are differences in the race/ethnicity categories and furthermore, the GRC/GSFI survey had larger percentages of survey respondents identifying as non-U.S. citizens and permanent residents of the U.S. compared to the the OGS sample.

Both groups are motivated to finish their degrees and are confident that they will finish their graduate program and they both agree that it is their own responsibility to pay for their education. Both groups agree somewhat that the number of hours they work affects their progress. Both groups tend to have an average answer around 4 on the Likert scale on statements pertaining to work commitments and family commitments affecting school progress indicating that they neither agree nor disagree with these statements.

APPENDIX: Frequency Tables

Demographics

| | GRC/GSFI Survey | | OGS Survey | |
|-----------------------------------------------|-----------------|---------|------------|---------|
| | Count | Percent | Count | Percent |
| Gender | | | | |
| Female | 107 | 51.9% | 420 | 68.9% |
| Male | 99 | 48.1% | 190 | 31.1% |
| Age | | | | |
| 26 or below | 46 | 23.1% | 162 | 27.1% |
| 27-30 | 41 | 20.6% | 130 | 21.7% |
| 31-35 | 34 | 17.1% | 107 | 17.9% |
| 36-45 | 35 | 17.6% | 85 | 14.2% |
| 46+ | 43 | 21.6% | 94 | 15.7% |
| Education Completed | | | | |
| High School | - | - | 5 | 0.7% |
| Associates | - | - | 1 | 0.1% |
| BA | 114 | 43.2% | 459 | 62.4% |
| MA | 101 | 38.3% | 217 | 29.5% |
| JD | 2 | 0.8% | 6 | 0.8% |
| ABD | 38 | 14.4% | 27 | 3.7% |
| PhD | 7 | 2.7% | 21 | 2.9% |
| Race | | | | |
| American Indian | 8 | 3.9% | 15 | 2.5% |
| Asian or Pacific Islander | 22 | 10.7% | 44 | 7.3% |
| Black | 7 | 3.4% | 12 | 2% |
| Hispanic | 56 | 27.3% | 155 | 25.6% |
| Multi-racial | 11 | 5.4% | 4 | 0.7% |
| Other | 10 | 4.9% | 17 | 2.8% |
| White | 91 | 44.4% | 358 | 59.2% |
| Citizenship Status | | | | |
| Non-U.S. citizen (citizen of another country) | 37 | 17.9% | 48 | 7.8% |
| Permanent Resident of U.S. | 12 | 5.8% | 15 | 2.5% |
| U.S. citizen | 158 | 76.3% | 549 | 89.7% |
| Living with Partner | | | | |
| Yes | 112 | 53.8% | 360 | 58.3% |
| No | 96 | 46.2% | 257 | 41.7% |
| Dependent Children | | | | |
| 0 | 222 | 82.5% | 623 | 79.2% |
| 1 | 22 | 8.2% | 72 | 9.1% |
| 2 | 18 | 6.7% | 73 | 9.3% |
| 3 | 6 | 2.2% | 12 | 1.5% |
| 4+ | 1 | 0.4% | 7 | 0.8% |

Current Education Information

| Completing Degree | GRC/GSFI Survey | | OGS Survey | |
|--------------------------------------------------|-----------------|---------|------------|---------|
| | Count | Percent | Count | Percent |
| MA | N/A | N/A | 444 | 60.3% |
| PhD | N/A | N/A | 256 | 34.8% |
| Misc: N/A, JD, Enhance, BA, Non-Degree, Applying | N/A | N/A | 36 | 4.9% |
| Program Start Date | | | | |
| 2005 or Before | 21 | 7.9% | 15 | 2% |
| 2006 | 10 | 3.8% | 14 | 1.9% |
| 2007 | 15 | 5.7% | 18 | 2.4% |
| 2008 | 18 | 6.8% | 41 | 5.6% |
| 2009 | 30 | 11.3% | 65 | 8.8% |
| 2010 | 46 | 17.4% | 140 | 19% |
| 2011 | 44 | 16.6% | 188 | 25.5% |
| 2012 | 79 | 29.8% | 251 | 34.1% |
| 2013 | 2 | 0.8% | 4 | 0.5% |
| Status in Program | | | | |
| Taking Classes | 139 | 55.4% | 2* | 0.4% |
| Completed Classes | 112 | 44.6% | 503* | 99.6% |
| Completed Master's Degree | 112 | 48.7% | 168 | 29.2% |
| Completed Comps | 74 | 38.7% | 165 | 21% |
| Written Prospectus but Have Not Defended | 65 | 32.7% | 120 | 27.8% |
| Defended Prospectus | 35 | 19.2% | 82 | 22.2% |
| ABD | 56 | 36.4% | 99 | 31.7% |
| Anticipated Completion Year | | | | |
| 2012 | 19 | 7.5% | 66 | 8.9% |
| 2013 | 100 | 39.5% | 287 | 38.6% |
| 2014 | 65 | 25.7% | 211 | 28.4% |
| 2015 | 33 | 13% | 91 | 12.2% |
| 2016 | 24 | 9.5% | 36 | 4.8% |
| 2017 | 9 | 3.6% | 20 | 2.7% |
| 2018+ | 3 | 1.2% | 19 | 2.6% |
| Pattern of Enrollment | | | | |
| Full Time | 187 | 73.6% | 492 | 66.8% |
| Part Time | 67 | 26.4% | 245 | 33.2% |
| Taken a Semester Off (excluding Summer) | | | | |
| Yes | 20 | 8.5% | N/A | N/A |
| No | 215 | 91.5% | N/A | N/A |

Employment

| Employment Status | GRC/GSFI Survey | | OGS Survey | |
|-----------------------------|-----------------|---------|------------|---------|
| | Count | Percent | Count | Percent |
| Full-time (40hrs./week) | 70 | 26% | 251 | 40.7% |
| Part-time | 108 | 51.9% | 270 | 43.8% |
| Unemployed | 30 | 14.4% | 95 | 15.4% |
| Principally Employed by UNM | | | | |
| Yes | 135 | 75.8% | 266 | 51.1% |
| No | 43 | 24.2% | 255 | 48.9% |
| Granted a GA/TA/RA | | | | |
| Yes | 90 | 50.8% | 331 | 63.7% |
| No | 87 | 49.2% | 189 | 36.3% |
| Job Category | | | | |
| GA/TA/RA | 94 | 54.7% | 139 | 27.9% |
| Instructor | 6 | 3.5% | 8 | 1.6% |
| Other | 72 | 41.9% | 351 | 70.5% |
| Teaching Own Class at UNM | | | | |
| Yes | 23 | 12.9% | 480 | 93% |
| No | 155 | 87.1% | 36 | 7% |
| Total Survey Respondents | 269 | | 787 | |

Reason for Selecting Current Program

| | GRC/GSFI Survey | | OGS Survey | |
|----------------------------|-----------------|---------|------------|---------|
| | Count | Percent | Count | Percent |
| Faculty/Program Reputation | 133 | 49.4% | 309 | 39.3% |
| University Reputation | 43 | 16% | 149 | 18.9% |
| Financial Support | 91 | 33.8% | 233 | 29.6% |
| Program Requirements | 49 | 18.2% | 147 | 18.7% |
| Course Offerings/Curricula | 87 | 32.3% | 243 | 30.9% |
| Job Placement | 34 | 12.6% | 167 | 21.2% |
| Location/Region | 119 | 44.2% | 357 | 45.4% |
| Other Reasons | 36 | 13.4% | 94 | 11.9% |

GRC/GSFI Services and Use Information

| Semester of First Use of GRC/GSFI Services | GRC/GSFI Survey | |
|------------------------------------------------------|-----------------|---------|
| | Count | Percent |
| Summer of 2011 or Before | 66 | 29.1% |
| Fall 2011 | 44 | 16.4% |
| Spring 2012 | 48 | 17.8% |
| Summer 2012 | 11 | 4.1% |
| Fall 2012 | 58 | 21.6% |
| Number of GRC Services Used to Date | | |
| 0 | 114 | 42.4% |
| 1 | 55 | 20.4% |
| 2 | 32 | 11.9% |
| 3 | 26 | 9.7% |
| 4+ | 42 | 15.6% |
| Number of GSFI Services Used to Date | | |
| 0 | 190 | 70.6% |
| 1 | 26 | 9.7% |
| 2 | 10 | 3.7% |
| 3 | 10 | 3.7% |
| 4+ | 33 | 12.3% |
| Services Used | | |
| GSFI Workshops | 86 | 32% |
| GRC Workshops | 126 | 46.8% |
| 1 on 1 Writing Consultations | 53 | 19.7% |
| 1 on 1 Consultations | 10 | 3.7% |
| Thesis/Dissertation Boot Camps | 40 | 14.9% |
| Online Writing Lab | 34 | 12.6% |
| Research Design, Data Analysis, Stats Help | 20 | 7.4% |
| Thesis/Dissertation Writing and Support Groups | 21 | 7.8% |
| Weekly Workshops on Academic and Professional Topics | 27 | 10% |
| Presentation Skills and Leadership Development | 20 | 7.4% |
| Language Learning | 3 | 1.1% |
| I am not sure of all the available activities | 23 | 8.6% |
| Other Services | 22 | 8.2% |
| Plan to Obtain a Certificate | | |
| Already Obtained a Certificate | 29 | 11.7% |
| Yes | 84 | 34% |
| No | 134 | 54.3% |
| Plan to Obtain or Already Obtained Certificate in: | | |
| PI Eligibility | 38 | 14.1% |
| Grant Writing | 79 | 29.4% |
| Research Ethics | 58 | 21.6% |
| Research Compliance | 46 | 17.1% |

Respondents Familiarity of GRC/GSFI Services (OGS Survey Only)

| Familiar With GRC/GSFI Services? | OGS Survey | |
|----------------------------------------------------------|------------|---------|
| | Count | Percent |
| Yes | 342 | 46.8% |
| No | 388 | 53.2% |
| Considered Going to GRC/GSFI Workshops? | | |
| Yes | 180 | 52.9% |
| No | 160 | 47.1% |
| Why Not Attend? | | |
| No Time/Too Busy | 30 | 21.6% |
| Class/Work Conflict | 68 | 48.9% |
| Not Applicable/Not Ready | 18 | 12.9% |
| Not Useful | 5 | 3.6% |
| Other Priorities | 2 | 1.4% |
| Inconvenient/Not in ABQ | 12 | 8.6% |
| Other | 4 | 2.9% |
| Why Not Consider Attending? | | |
| No Time/Too Busy | 46 | 30.9% |
| Class/Work Conflict | 18 | 12.1% |
| Not Ready | 11 | 7.4% |
| Not Useful, Not Applicable, or Not Interested | 51 | 34.2% |
| Inconvenient/Not in ABQ | 13 | 8.7% |
| Not Enough Information | 6 | 4% |
| Other | 4 | 2.7% |
| Are You Interested in Learning More About Services? | | |
| Would Like More Information | 46 | 14.4% |
| Yes | 180 | 56.3% |
| No | 94 | 29.4% |
| Are There Other Services/Training You Desire From UNM? | | |
| Yes | 184 | 26.6% |
| No | 215 | 31.1% |
| Don't Know | 292 | 42.3% |
| Desired Training | | |
| Stats Software/Syntax (SPSS, NVivo, Atlas Ti, SAS, etc.) | 39 | 18.8% |
| Microsoft (Word/Excel/Ppt.) | 6 | 2.9% |
| Website Development | 5 | 2.4% |
| Software (General) | 49 | 23.7% |
| Methods (Types, Pedagogy, Disciplines) | 6 | 2.9% |
| Technical Writing | 3 | 1.4% |
| Speed Reading | 3 | 1.4% |
| Computers (General) | 23 | 11.1% |
| Bibliographic/Research Software | 14 | 6.8% |
| Networking | 5 | 2.4% |
| Online Sessions | 4 | 1.9% |
| Applications (School, Jobs, Post-Doc, etc.) | 15 | 7.2% |
| ESL | 2 | 1% |
| Emotional/Life Support | 5 | 2.4% |
| Other (or: Sessions Already Offered by GRC/GSFI) | 28 | 13.5% |

Advisor Information

| | | GRC/GSFI Survey | | OGS Survey | | | |
|--------------------------------------------------------------------------|-----|-----------------|-------------------|------------|----------------------------|-------|----------------|
| Do You Currently Have an Advisor? | | Count | Percent | Count | Percent | | |
| Yes | | 222 | 91% | 553 | 79.7% | | |
| No | | 22 | 9% | 141 | 20.3% | | |
| Did You Have an Advisor Immediately Upon Beginning the Graduate Program? | | | | | | | |
| Yes | | 178 | 83.6% | 435 | 80.4 | | |
| No | | 35 | 16.4% | 106 | 19.6% | | |
| Opinions of Advisor | | | | | | | |
| OGS Survey | N | Average | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| Currently Have Advisor I Want | 537 | 5.8 | 3.9% | 2.2% | 10.2% | 26.4% | 46.2% |
| Satisfied With the Amount of Time Spent With Advisor | 540 | 5.3 | 6.3% | 4.8% | 10.2% | 24.6% | 35.4% |
| Advisor Has Been Helpful | 544 | 5.8 | 5.3% | 2.4% | 6.6% | 25.4% | 46.3% |
| GRC/GSFI Survey | N | Average | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| Currently Have Advisor I Want | 217 | 6 | 1.8% | 3.2% | 7.4% | 24.4% | 54.4% |
| Satisfied With the Amount of Time Spent With Advisor | 216 | 5.3 | 4.2% | 5.1% | 5.6% | 25.5% | 33.3% |
| Advisor Has Been Helpful | 216 | 5.9 | 2.3% | 0.9% | 4.2% | 26.3% | 47.7% |
| Satisfied With the Process by Which I Came to Have Current Advisor | 215 | 5.5 | 6.5% | 5.1% | 6.5% | 26.5% | 40.5% |
| Manner to Which I Came to Work With Advisor is Typical in My Department | 194 | 5.8 | 2.1% | 2.1% | 9.3% | 36.6% | 35.6% |

Cohort and Student Interaction and Support

| Question | N | Average | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|------------------------------------------------------------------------------------|-----|---------|-------------------|----------|----------------------------|-------|----------------|
| OGS Survey | | | | | | | |
| There is a Sense of Cohort Solidarity | 625 | 5.2 | 3% | 6.9% | 12.8% | 28.3% | 25.3% |
| Students Have an Active Role in Program Decisions That Affect Them | 595 | 4.3 | 8.4% | 10.3% | 16.5% | 21.7% | 9.6% |
| Students Have Little Contact With Each Other | 630 | 3.2 | 18.4% | 23.2% | 10.8% | 7.9% | 4.1% |
| Experienced Students Mentor New Students | 606 | 4.1 | 9.1% | 15.3% | 14.7% | 18.5% | 8.1% |
| Students Freely Share Info. With Each Other About Opportunities and Program Advice | 629 | 5.1 | 3.5% | 7.2% | 10.5% | 28.5% | 21.5% |
| I am Part of a Supportive Student Community | 627 | 4.7 | 6.9% | 11% | 14.5% | 25% | 16.9% |
| GRC/GSFI Survey | | | | | | | |
| | N | Average | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| There is a Sense of Cohort Solidarity | 221 | 5.1 | 4.5% | 8.1% | 9.5% | 34.8% | 20.4% |
| Students Have an Active Role in Program Decisions That Affect Them | 208 | 4.6 | 7.7% | 10.1% | 13% | 23.6% | 13.9% |
| Students Have Little Contact With Each Other | 220 | 3.7 | 11.4% | 24.5% | 10.5% | 11.8% | 9.5% |
| Experienced Students Mentor New Students | 216 | 4.2 | 12.5% | 11.1% | 13.4% | 16.7% | 11.1% |
| Students Freely Share Info. With Each Other About Opportunities and Program Advice | 223 | 5.3 | 4% | 4.5% | 11.7% | 27.8% | 25.6% |
| I am Part of a Supportive Student Community | 223 | 4.6 | 8.1% | 10.3% | 16.6% | 18.8% | 18.4% |

Opinions of Faculty

| Question | N | Average | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|---------------------------------------|-----|---------|-------------------|----------|----------------------------|-------|----------------|
| OGS Survey | | | | | | | |
| Faculty Care About Students | 633 | 5.5 | 3.3% | 2.8% | 7.9% | 34.4% | 28% |
| Faculty Cares About Advising Students | 617 | 5.2 | 3.4% | 5.3% | 11.3% | 33.7% | 20.7% |
| Faculty is Accessible | 632 | 5.5 | 1.9% | 3.5% | 5.4% | 39.6% | 23.3% |
| Faculty Socializes With Students | 604 | 5 | 3.6% | 6.8% | 13.6% | 29.5% | 15.2% |
| Faculty is Generous With Their Time | 623 | 5.3 | 4.2% | 3% | 10% | 34.3% | 21.3% |
| GRC/GSFI Survey | | | | | | | |
| | N | Average | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
| Faculty Care About Students | 225 | 5.5 | 3.6% | 2.7% | 8% | 28% | 33.3% |
| Faculty Cares About Advising Students | 226 | 5.3 | 4% | 4% | 8.4% | 31.4% | 25.7% |
| Faculty is Accessible | 228 | 5.5 | 3.9% | 0.9% | 5.7% | 33.8% | 26.3% |
| Faculty Socializes With Students | 221 | 5.1 | 3.6% | 7.2% | 8.1% | 28.1% | 21.3% |
| Faculty is Generous With Their Time | 222 | 5.2 | 3.6% | 5.9% | 11.7% | 30.2% | 21.2% |

Graduate and Department Information

| Question | N | Average | Strongly Disagree | Disagree | Neither Agree nor Disagree | Agree | Strongly Agree |
|--------------------------------------------------|-----|---------|-------------------|----------|----------------------------|-------|----------------|
| OGS Survey | | | | | | | |
| Satisfied With Choice of Graduate Program | 633 | 5.7 | 1.9% | 2.7% | 5.7% | 40.4% | 31.8% |
| My Department Advocates for Me | 522 | 5.1 | 4.4% | 3.3% | 24.3% | 25.9% | 23.9% |
| Department Gives Regular Feedback on My Progress | 614 | 4.6 | 6.4% | 10.4% | 16.1% | 23.8% | 15.6% |
| Satisfied With University | 635 | 5.5 | 3.1% | 3.1% | 10.1% | 38.7% | 26.9% |
| My Program Encourages Me to Complete My Degree | 627 | 5.6 | 3.5% | 3% | 10.7% | 34.8% | 31.3% |
| GRC/GSFI Survey | | | | | | | |
| Satisfied With Choice of Graduate Program | 226 | 5.9 | 1.3% | 2.2% | 2.7% | 33.6% | 41.6% |
| My Department Advocates for Me | 200 | 5.2 | 5.5% | 5% | 17.5% | 27% | 25% |
| Department Gives Regular Feedback on My Progress | 217 | 4.8 | 6% | 8.8% | 12% | 25.8% | 18.4% |
| Satisfied With University | 229 | 5.7 | 1.3% | 1.7% | 8.3% | 41% | 31.4% |
| My Program Encourages Me to Complete My Degree | 222 | 5.7 | 1.8% | 2.7% | 8.1% | 31.5% | 36.5% |

Department as Reported by Respondent

| Department Affiliation | GRC/GSFI Survey | | OGS Survey | |
|---------------------------------------------------|-----------------|---------|------------|---------|
| | Count | Percent | Count | Percent |
| Accounting | - | - | 5 | 0.7% |
| American Studies | 5 | 1.9% | 2 | 0.3% |
| Anderson School of Management | 3 | 1.1% | 24 | 3.3% |
| Anthropology | 10 | 3.8% | 15 | 2.1% |
| Architecture & Planning | - | - | 17 | 2.4% |
| Architecture & Planning and Public Administration | 1 | 0.4% | - | - |
| Art & Art History | 1 | 0.4% | 8 | 1.1% |
| Biochemistry & Molecular Biology | 1 | 0.4% | 1 | 0.1% |
| Biology | 9 | 3.4% | 21 | 2.9% |
| Biology & Computer Science | - | - | 1 | 0.1% |
| Biomedical Engineering | - | - | 3 | 0.4% |
| Biomedical Sciences | 1 | 0.4% | 5 | 0.7% |
| Business Administration | 2 | 0.8% | 47 | 6.5% |
| Business and Technology | - | - | 1 | 0.1% |
| Cell Biology and Physiology | - | - | 2 | 0.3% |
| Chemical & Nuclear Engineering | 4 | 1.5% | 11 | 1.5% |
| Chemistry | 2 | 0.8% | 7 | 1% |
| Chemistry & Chemical Biology | 2 | 0.8% | 2 | 0.3% |
| Civil Engineering | 5 | 1.9% | 13 | 1.8% |
| Communications & Journalism | 8 | 3.1% | 3 | 0.4% |
| Community & Regional Planning | 5 | 1.9% | 11 | 1.5% |
| Computer Science | - | - | 9 | 1.3% |
| Design | - | - | 1 | 0.1% |
| Dental Medicine | 1 | 0.4% | - | - |
| Earth & Planetary Sciences | 3 | 1.1% | 8 | 1.1% |
| Economics | 6 | 2.3% | 7 | 1% |
| Education | 18 | 6.9% | 66 | 9.2% |
| Education and Library Sciences | 1 | 0.4% | - | - |
| Educational Leadership & Organizational Learning | 2 | 0.8% | 7 | 1% |
| Educational Specialties | 2 | 0.8% | 9 | 1.3% |
| Electrical and Computer Engineering | 8 | 3.1% | 24 | 3.3% |
| Engineering | 3 | 1.1% | 3 | 0.4% |
| English | 5 | 1.9% | 19 | 2.6% |
| Family & Community Medicine | - | - | 1 | 0.1% |
| Foreign Languages & Literatures | 2 | 0.8% | 4 | 0.6% |
| Geography | 2 | 0.8% | 3 | 0.4% |
| Health Communication | 1 | 0.4% | - | - |
| Health, Exercise, and Sport Sciences | 7 | 2.7% | 12 | 1.7% |
| History | 5 | 1.9% | 8 | 1.1% |
| Individual, Family, and Community Education | 11 | 4.2% | 19 | 2.6% |
| Information Assurance | - | - | 1 | 0.1% |
| Landscape Architecture | 3 | 1.1% | 4 | 0.6% |
| Language, Literacy, & Sociocultural Studies | 9 | 3.4% | 15 | 2.1% |

| | | | | |
|-----------------------------------------------------------------------|-----|------|-----|------|
| Latin American Studies | 3 | 1.1% | 3 | 0.4% |
| Latin American Studies and Community & Regional Planning | 2 | 0.8% | 1 | 0.1% |
| Latin American Studies and Language, Literacy & Sociocultural Studies | - | - | 1 | 0.1% |
| Law | - | - | 18 | 2.5% |
| Law and Business | - | - | 1 | 0.1% |
| Law and Public Administration | - | - | 1 | 0.1% |
| Library Sciences | 1 | 0.4% | - | - |
| Linguistics | 10 | 3.8% | 3 | 0.4% |
| Management | 5 | 1.9% | 24 | 3.3% |
| Mathematics & Statistics | 1 | 0.4% | 13 | 1.8% |
| Mechanical Engineering | 2 | 0.8% | 7 | 1% |
| Medicine | - | - | 5 | 0.7% |
| Molecular Genetics & Microbiology | - | - | 3 | 0.4% |
| Music | 2 | 0.8% | 12 | 1.7% |
| Nanoscience and Microsystems | 2 | 0.8% | 10 | 1.4% |
| Neuroscience | - | - | 2 | 0.3% |
| Nursing | 5 | 1.9% | 25 | 3.5% |
| Nutrition | - | - | 2 | 0.3% |
| Nutrition and Public Health | - | - | 1 | 0.1% |
| Obstetrics and Gynecology | 1 | 0.4% | - | - |
| Occupational Therapy | 1 | 0.4% | 8 | 1.1% |
| Optical Science and Engineering | - | - | 1 | 0.1% |
| Organizational Learning and Instructional Technology | 12 | 4.6% | 20 | 2.8% |
| Pathology | - | - | 2 | 0.3% |
| Pediatrics | - | - | 2 | 0.3% |
| Pharmacy | 3 | 1.1% | 32 | 4.4% |
| Philosophy | 1 | 0.4% | 5 | 0.7% |
| Physical Therapy | - | - | 8 | 1.1% |
| Physics | 4 | 1.5% | 17 | 2.4% |
| Physics and Astronomy | 1 | 0.4% | 2 | 0.3% |
| Physics and Engineering | - | - | 1 | 0.1% |
| Political Science | 7 | 2.7% | 2 | 0.3% |
| Psychiatry | 1 | 0.4% | 1 | 0.1% |
| Psychology | 14 | 5.4% | 11 | 1.5% |
| Public Administration | 15 | 5.7% | 37 | 5.1% |
| Pub. Admin & Community and Regional Planning | 1 | 0.4% | - | - |
| Public Health | 1 | 0.4% | 6 | 0.8% |
| Sociology | 9 | 3.4% | 7 | 1% |
| Spanish and Portuguese | 6 | 2.3% | 5 | 0.7% |
| Speech and Hearing | 1 | 0.4% | 1 | 0.1% |
| Teacher Education | 2 | 0.8% | - | - |
| Theater & Dance | - | - | 1 | 0.1% |
| TOTAL Respondents | 261 | | 720 | |

