



The University of New Mexico

Fall 2015 UNM Latina/o Graduate and Professional Student Fellowship Participant Survey Report

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INTRODUCTION

The purpose of this report is to detail the responses to a survey administered to the participants of the Fall 2015 Latina/o Graduate and Professional Student Fellowship. Hosted jointly by the Graduate Resource Center (GRC) and El Centro de la Raza at the University of New Mexico (UNM), 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. Until Fall 2015, program participants were required to complete particular assignments and attend monthly workshops, sessions, and meetings with faculty over the course of a full academic year; as of the current reporting period, participants now complete these tasks on a semester basis with a new program beginning every autumn and spring. Also prior to the current reporting period, students would receive a \$1000 scholarship upon completion of the program's requirements; as of Fall 2015, students who successfully finish the program receive a \$500 scholarship.

At the conclusion of the Fellowship participants responded to a web-based survey to assess their experience with the program. 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. Thirteen students applied to the Fall 2015 program and eleven were selected to participate; all of these completed the survey in its entirety.

Demographics

Six of the eleven participants were male and five were female. Four students reported their race/ethnicity as White, one as Japanese, and five others self-identified as Mestizo, Portuguese and Spanish, White Latino, and Venezuelan; the final participant simply identified as "Brown." All but one reported being of Hispanic, Latino, or Spanish origin, with six claiming ancestry through Mexico (Mexican, Mexican American, or Chicano), one through Cuba, and three self-identifying Venezuelan (two students) or Spanish and Portuguese descent (one student). Six students reported being first-generation college students, while three reported second-generation student and two reported third-generation student status. Eight students reported their residency as U.S. citizens and three asserted citizenship in another country. Four reported having a spouse or partner who lives with them, although none claimed to have dependent children living with them. The average of age of the participants was 30.7 years old, ranging from 24 to 47.

Employment

Ten of the participants were employed as of the date the survey was administered. Of these, three were employed full time (at least 40 hours/week) and seven were part-time employees. The ten employed students worked an average of 32.4 hours per week, ranging from 4 hours to 65 hours. Nine claimed UNM as their primary employer. Three students reported being a teaching assistant (T.A.) as their primary job while the other students responded with research assistant, tutor, project assistant, director-program specialist, T.A./R.A., and researcher; the last employed student reported simply being a “volunteer.” With respect to their prior employment status (over the last three years), four participants reported full-time status, four reported part-time status and three reported student status.

Education

Five participants reported their highest degree completed as a Master’s degree and six reported it as a Bachelor’s degree. Two participants indicated their pattern of enrollment during the academic year as part-time while the rest indicated this as full-time. When asked to indicate their pattern of enrollment over the summer, three participants reported being enrolled, six reported being not enrolled but primarily doing work related to their graduate programs, and two simply responded that this question was “not applicable” to them. Three students reported graduating from a New Mexico high school and the remaining eight indicated graduating from a high school outside of the state. Nine participants applied to a graduate program at schools other than UNM; of these, two were accepted into one other school, two into two other schools, one into three other schools, two into four other schools, one into five other schools, and one into six other schools.

Graduate Program

Program 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 reports the possible reasons and the number of participants who chose them in order of most to least frequently selected. The most commonly chosen reason tends to vary across cohorts, as this period’s ‘Financial Support’ option differs from the 2014-2015 cohort’s choice of ‘Program Reputation,’ which in turn is unique from the 2013-2014 cohort’s choice of ‘Location/Region.’ The least frequently chosen option, however, has remained stable across all three of these periods: the ‘Program Requirements’ reason. The single participant who indicated ‘Other’ as her reason for choosing UNM claimed “human being diversity” as the motivation for her attendance at this particular university.

Table 1: Reasons Participants Chose UNM	
	Count
Financial Support	8
Faculty/Program Reputation	7
Course Offerings/Curricula	5
Location/Region	5
University Reputation	5
Job Placement	2
Program Requirements	1
Other	1

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. Two participants reported not knowing about a university-hosted orientation, one reported knowing about it but not attending, and the remaining eight reported both knowing about and attending such an event. Ten reported knowing about a program-hosted orientation and nine reported attending it. Nine of the eleven participants also reported receiving or being aware of a “Graduate Student Handbook” or other orientation guide. Only six 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 five reported either their program did not provide this information (four students) or they were unaware of it (one student). Similarly, six other students indicated their program provided job placement rates online or in other orientation materials and five of these reported that this information affected their decision to enroll; the remaining five reported either their program did not provide this information (three students) or they were unsure if it did (two students).

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 UNM departments represented by the students include Biomedical Sciences, Earth & Planetary Science, Latin American & Iberian Institute, Linguistics, Mechanical Engineering, General Engineering, Latin American Studies, Hispanic Linguistics, Spanish and Portuguese, American Studies, and Sociology. Organizational affiliations represented include UNM Biomedical Sciences Graduate Student Society, UNM Health Sciences Center Orchestra, UNM STMC, Graduate and Professional Student Association (GPSA), Program of New Mexico Graduates of Color (PNMGC), Language Society of America (LSA), Endangered Language Fund, Academic and Professional

Programs for the Americas, Fulbright organization, American Institute of Chemical Engineers, Biomedical Engineering Society, Red Student Faction, Students for Social Justice in Palestine, Spanish and Portuguese Graduate Student Association (SPGSA), Sigma Delta Pi, Phi Iota Alpha, RSGA, CC, ASGSA, TRC, Sociology Graduate Student Association (SGSA), American Sociological Association (ASA), and New Mexico Evaluators Association. Length of membership for organizational affiliations varied widely, ranging from one-half of one month to 15 years (since 2000) and with an average affiliation duration of 44.5 months. Participants did not report their length of membership for every organizational affiliation they listed.¹

Lastly concerning 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. Overall, participants expressed strong satisfaction with their particular programs and with UNM generally and agreed they knew what was expected from them. They also agreed at least somewhat that the faculty in their programs were supportive and helpful. They were less confident about agreeing, however, with statements asserting positive relationships between themselves and other students who are likely more advanced than they in their programs (e.g. 'Students freely share information with each other about opportunities and how to get through the program' or 'Experienced students mentor new students'). Average responses for these statements fall between 4 ('neither agree nor disagree') and 5 ('agree somewhat').

¹ Whether indicated or not, all respondents were affiliated with the Graduate Resource Center (GRC) and El Centro de la Raza by virtue of their participation in the Latina/o Fellowship Program.

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 in the calculation of averages provided in the tables in this report.

Table 2: Graduate Program	
	Average
I understand the requirements in my program	6.6
I am annually reviewed to assess my progress	6.6
There is some sense of solidarity among the students who enter the program at the same time	5.4
Students have an active role in the program decisions that affect them	4.7
Students have little contact with each other	4.9
Experienced students mentor new students	4.3
Students freely share information with each other about opportunities and how to get through the program	4.7
I am part of a supportive student community in my program	5.5
Faculty care about students in the program	5.5
Faculty really cares about advising students	5.5
Faculty is accessible to students	5.3
I am satisfied with my choice of graduate program	6.1
My department advocates for me when necessary	6.0
My department gives me regular and constructive feedback on my progress towards degree completion	5.5
I am satisfied with my choice of this university for graduate school	6.0
My graduate program encourages me to complete my degree	5.9
Faculty is generous with their time with students	5.4

Advisor Information

Fellowship participants were presented with a series of questions concerning their relationship with an advisor. All eleven participants reported they currently have an advisor and nine reported having an advisor immediately upon starting their graduate program. Participants then responded to a set of statements describing their relationship with their advisor for which they could rate their 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. In general participants were quite satisfied with their advisors, with the average responses to each statement rounding to a whole numeric score of 6 ('agree'). However, an analysis by respondent reveals that one participant reported a score of 4 ('neither agree nor disagree') or lower for two statements and another reported a score of 3 ('disagree somewhat') or lower for all four statements.

Table 3: Advisor Information	
	Average
I currently have the advisor I want	6.2
I am satisfied with the process by which I came to have my current advisor	6.0
I am satisfied with the amount and quality of time spent with my advisor	5.6
My advisor has been helpful	5.9

Reasons for Graduate School Attendance

Fellowship participants also rated their agreement using the same scale for a set of statements concerning their motivations for attending graduate school. These statements along with the average responses to each are reported in Table 4. The two most highly rated statements ('Because I experience pleasure and satisfaction while learning new things' at 6.9 and 'Because I think that a graduate education will help me better prepare for the career I have chosen' at 6.8) suggest participants' concern with career preparation and their interest in their chosen field as the primary motivators for this cohort's graduate school attendance. As with prior years the two lowest rated statements ('Honestly, I don't know; I really feel that I am wasting my time in school' at 2.1 and 'I once had good reasons for going to graduate school; now I wonder whether I should continue' at 2.9) reflect an expression of assuredness by the current cohort that graduate school is the right choice for them and that they plan to continue pursuing a degree in their chosen programs. Moreover, the average responses to these two statements are lower than those reported for the same statements by participants of the 2014-2015 Fellowship program, representing reductions from those scores by 16.0% and 3.3%, respectively.

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	6.0
Because I experience pleasure and satisfaction while learning new things	6.9
Because I think that a graduate education will help me better prepare for the career I have chosen	6.8
For the intense feelings I experience when I am communicating my own ideas to others	6.5
Honestly, I don't know; I really feel that I am wasting my time in school	2.1
To prove to myself that I am capable of completing my graduate degree	5.6
In order to obtain a more prestigious job later on	6.6
Because eventually it will enable me to enter the job market in a field that I like	6.6
I once had good reasons for going to graduate school; now I wonder whether I should continue	2.9
For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments	6.0
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	6.4
For the satisfaction I feel when I am in the process of accomplishing difficult academic activities	6.0
To show myself that I am an intelligent person	5.1
In order to have a better salary later on	5.9
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	6.4

Finishing Graduate Program

Following the set of statements regarding the reasons they were attending graduate school, the Fellowship participants then encountered a set of statements addressing their certainty in completing their graduate program as well as factors that may influence their resolve. The students rated these statements according to their level of agreement again using a likert scale ranging from 1 ('strongly disagree') to 7 ('strongly agree'). Table 5 lists these statements and the average response for each. Overall participants reported being quite sure they would finish their degree and that their respective departments and faculty have been instrumental in their

success thus far: statements such as ‘I will finish my degree,’ ‘My department has encouraged me to finish my degree,’ and ‘My committee has been helpful’ all have average responses falling between 6 (‘agree’) and 7 (‘strongly agree’). Participants were more ambivalent regarding the extent to which family and work commitments affect their ability to complete school work, although on average they still reported believing they could successfully manage multiple obligations (with the statement ‘I am able to juggle classes and activities with work, family, and other obligations’ receiving an average response between 5 [‘agree somewhat’] and 6 [‘agree’]). Participants were also apprehensive about agreeing that they bear full responsibility for their academic financial obligations (with the average response between 4 [‘neither agree nor disagree’] and 5 [‘agree somewhat’]), yet the average response to the statement ‘Additional financial assistance would help’ of 6.4 suggests extra financial aid may still be of use to this cohort.

Table 5: Completing Graduate Program	
	Average
The number of hours I work affects my ability to complete my degree program	5.3
I am motivated to finish my degree	6.5
I bear the full responsibility of paying for my education	4.1
My family supports my decision to go to school	6.5
Family commitments affect my ability to complete school work	4.3
Work commitments affect my ability to complete school work	4.2
Class offerings don’t fit my schedule	3.0
I will finish my degree	6.9
My department has encouraged me to finish my degree	6.6
My committee has been helpful	6.1
My organizational skills have been helpful in getting through my degree	6.4
Additional financial assistance would help	6.4
I am able to juggle classes and activities with work, family, and other obligations	5.7
Graduate school is stressful	6.0
I have a strong support network	5.6
It will take me longer to complete graduate school than I expected	4.2
My department has provided helpful guidance	5.7
Mentoring/advising has contributed to my progress	6.2
Completing this degree will help me get a good job	6.4

Another set of statements referred to possible career choices participants might choose once they finished 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 reported being most likely to choose ‘Tenure Track Position’ or else ‘Private/Public Researcher (Not Professor)’, with average responses to these options falling between 5 (‘agree somewhat’) and 6 (‘agree’). The least agreed with option, ‘Bureaucrat,’ had an average response of 3 (‘disagree somewhat’), which was a full point lower than that for the ‘Something Else’ option. It may be useful for future surveys including these questions to also provide a free-text description option along with the ‘Something Else’ statement which would allow respondents to write in what career choices they would pursue other than those listed in Table 6 below.

Table 6: Possible Career Field Choice	
	Average
Tenure Track Position	5.8
Private/Public Researcher (Not Professor)	5.5
Administrator	4.3
Bureaucrat	3.0
Something Else	4.0

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

Around the beginning 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). The most frequently utilized service was ‘GRC Workshops,’ which all 11 participants in the current cohort made use of at some point during the semester, followed by ‘One-on-one Consultations.’ Other than ‘Weekly Workshops on Academic and Professional Topics’ and ‘Presentation Skills and Leadership Development,’ all of the other services listed in Table 7 were only used by a single participant each (including the ‘I am not sure of all of the available activities’ option). The two ‘Other Services’ participants listed ‘copy machine’ and ‘printing’ as their other GRC services utilized. The average number of GRC workshops participants had attended to date was 6.7, ranging from 3 to 12.

Table 7: GRC Services Utilized	
	Count
GRC Workshops	11
One-on-one Consultations	5
Weekly Workshops on Academic and Professional Topics	3
Presentation Skills and Leadership Development	2
I am not sure of all of the available activities	1
Online Writing Lab for Feedback via E-Mail	1
Research Design, Data Analysis, and Statistical Methods	1
Thesis/Dissertation Boot Camps	1
Thesis/Dissertation Writing and Support Groups	1
Language Learning	0
Other Services	2

Until the summer of 2014 graduate students at UNM had the option of participating 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. Although the GSFI workshops were offered for the last time during the Spring 2014 semester, the Fall 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 presented were not mutually exclusive and respondents could select as many as were relevant. Mirroring the order of frequency chosen by the 2014-2015 Fellowship participants, the most commonly selected area for the current cohort was Grant Writing, followed by Research Ethics, Research Compliance, and PI Eligibility. The average number of GSFI workshops participants had attended to date was 2.2, ranging from eight participants who reported never having attended one to one participant who reported attending 17 of them.

Table 8: GSFI Certification	
	Count
Grant Writing	6
Research Ethics	5
Research Compliance	4
PI Eligibility	1

Fellowship participants could also make use 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). Again like the 2014-2015 Fellowship participants, the most frequently utilized El Centro de la Raza-hosted service were 'Graduate Fellowships,' and the least frequently utilized services were the 'Free Faxing' and 'Home Away from Home Facility' services (although the 2014-2015 cohort also utilized 'Student Employment Opportunities' equally infrequently). With respect to the least frequently utilized services, it may be that Fellowship participants do not feel much need for these opportunities or they simply are not as aware of them as the others. The one participant in the current cohort who selected 'Other Services' listed 'free printing' as his other El Centro service utilized. The average number of Fellows workshops attended to date was 4.7, ranging from 3 to 10.

Table 9: El Centro de la Raza Services Utilized	
	Count
Graduate Fellowships	8
Advisement	4
Community Involvement	3
Social/cultural Support	3
Break Room (w/ refrigerator, microwave, and lunch supplies)	2
Computer Pod (w/ basic free printing)	2
Internship and Scholarship Opportunities	2
Mentoring	2
Advocacy	1
Leadership Development	1
Student Employment Opportunities	1
Free Faxing	0
Home Away from Home Facility	0
Other Services	1

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 numeric score, the average responses to six of the ten statements listed in Table 10 equal 6 ('agree') and the remaining four round to 7 ('strongly agree'), suggesting the very high level of satisfaction participants felt with the Fellowship program of the current reporting period. The most highly rated statements ('GRC staff has been helpful,' 'El Centro staff has been helpful,' and 'Consultations with the GRC staff have been helpful') suggest the participants were particularly satisfied with the assistance provided by program staff.

Table 10: Satisfaction with GRC/GSFI and El Centro de la Raza Services	
	Average
The GRC workshops I have attended have been helpful	6.2
The workshops have helped me in my professional development	6.4
The workshops will help me finish school	5.8
I have recommended the workshops to other students	5.5
I would recommend the workshops to other students	6.1
GRC staff has been helpful	6.7
El Centro staff has been helpful	6.6
Consultations with GRC staff have been helpful	6.6
Consultations with El Centro staff have been helpful	6.3
Other GRC services I have received have been helpful	6.5

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. Rounding to the nearest whole numeric score, the average responses to ten of the seventeen statements listed in Table 11 equal 6 ('agree') while another five round to 7 ('strongly agree'). Only two statements ('The scholarship amount was just right for the amount of work required' and 'A semester long program is long enough') have average responses between 4 ('neither agree nor disagree') and 6 ('agree'), and neither of these specifically address the quality of the program's components. The most highly rated statements include 'The Graduate Fellow monthly gatherings have been helpful for my academic development' and 'This program provided me strategies that will help me finish graduate school,' suggesting program participants strongly believed that the Fellowship's components were and will continue to be advantageous for completing their graduate programs.

Table 11: Satisfaction with Fellowship	
	Average
The Graduate Fellow monthly gatherings have been helpful	6.5
The Graduate Fellow monthly gatherings have been helpful for my academic development	6.6
The Graduate Fellow monthly gatherings have been helpful for my professional development	6.5
The Graduate Fellow monthly gatherings have been helpful for my personal development	6.2
The Graduate Fellowship will help me finish school	6.2
I have recommended the fellowship to other students	6.3
I would recommend the fellowship to other students	6.3
My meetings with the Faculty Mentors have been helpful	6.5
I can relate to the Faculty Mentors	5.7
The Faculty Mentors have been helpful	6.4
The scholarship amount was just right for the amount of work required	5.2
I needed the scholarship to help me pay for school	6.4
I have made connections with other Fellows that will be helpful for me as I progress through graduate school	6.1
This program provided me strategies that will help me finish graduate school	6.6
This program served as a support system	6.5
Program meeting days fit into my schedule	5.5
A semester long program is long enough	4.6

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. Although all of the participants reported

working on master- or doctoral-level degree programs, one student claimed in these sections to be an undergraduate. Students first listed what they thought were the most helpful aspects of the program. Their comments are provided below (note that some of these comments address both positive and negative aspects of the program, although participants were asked only to respond with helpful aspects for this question):

- It was helpful to hear from the faculty how they ended up in their current jobs. It would have been more helpful if there were general outlines for the workshops as opposed to having these general conversations for 2 hours though. I enjoyed the sessions, but I was a bit confused about what I was supposed to get out of them at some points.
- Resources - being able to openly communicate ideas.
- The academic network they are helping me to build.
- The different types of support for students, especially with scholarships that are pivotal for impacting students' progress in their degree.
- The monthly meetings.
- The many other resources that they provide to their students.
- Advice from the Faculty mentors, writing a prime abstract.
- I just realized how much El Centro de la Raza offers for both undergraduate and graduate students. As an undergrad, I didn't feel included by them. It is very helpful that they constantly remind us that they are there to support us.
- The staff always willing to support to their best of their capacities.
- The feeling of community.
- The advice from faculty.

Students then reported on what they found least helpful about the Fellowship program. Their responses are provided below (responses of “none,” “nothing,” or “don’t know” are omitted):

- The least helpful thing was the fact that the fellows were all at such different points in their programs. Our sessions often times turned into therapy sessions for specific students, which was not at all helpful for me to listen to... especially with such specialized questions.
- Requirements – taking a lot of time out of my schedule.
- The small amount of scholarships offered so that students do not have a chance of benefitting from it.
- Did not feel a very personal connection to any of the faculty or staff members.
- I just realized how much El Centro de la Raza offers for both undergraduate and graduate students. As an undergrad, I didn't feel included by them. It is very helpful that they constantly remind us that they are there to support us.
- Space usage.

- Faculty should make time to meet one-on-one with the mentees at least once during the semester—I only ever communicated in the group. I never have advisors because I don't know how to ask for help. Ditto in this program—so my shyness one-one-one [*sic*] (not in a group) is the usual explanation...I just need to work on it.

CONCLUSION

This report describes responses to a survey completed by the eleven participants of the first semester-long Latina/o Graduate & Professional Student Fellowship at UNM for fall 2015. The program appears to be successful at recruiting from its targeted population, as all but one of these participants reported being of Hispanic, Latino, or Spanish origin. Other characteristics were more diverse across the cohort, although just over half reported being male, first-generation college students, or having had completed a bachelor's degree (six participants each). Nearly three-quarters or more of the group (eight participants or more) also reported being U.S. citizens, graduating from a high school outside of New Mexico, or applying to graduate programs at schools other than UNM.

In summary, the participants of the Fall 2015 Latina/o Fellowship program largely assessed themselves as pleased with their areas of study, satisfied with their program and faculty resources, and confident in their ability to complete their graduate degree programs. With respect to the services provided by the GRC and El Centro de la Raza and the Fellowship program in particular, students reported being highly satisfied with both the services and the program, as the mean across all of the average responses in Tables 10 and 11 is 6.2 (between 'agree' and 'strongly agree'). However, the responses also convey a handful of students who reported being dissatisfied with their advisors or lacking positive relationships with their more advanced peers in their programs.

Comparing the mean across the average responses in Table 11 (satisfaction with the Fellowship program only) to the mean for the average responses to the same statements by the 2014-2015 Fellowship cohort reveals that the two groups were on average equally satisfied with the program: both the Fall 2015 and 2014-2015 cohorts have an average response to the statements in Table 11 of 6.1 (between 'agree' and 'strongly agree'). Although the current cohort's participants were reluctant to agree that a semester-long program was long enough (with an average response of 4.6), the above finding suggests the change in duration from a year-long to semester-long program did not affect average levels of program satisfaction among participants. Finally, 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 A.

Appendix A: Additional Comments

**Irrelevant comments are omitted.*

- I enjoyed the fellowship, but my biggest issue was the heterogeneity of the fellows. It was difficult for me to get much out of the sessions, when most people didn't even have a resume/CV completed. I felt like I should have gotten more out of the career session, but I left a bit confused about what I was supposed to take away from the session. I am very appreciative of the opportunity, but without focus, I was unable to grasp the main messages. Even things like the prime abstract—I would find a lay abstract to be more appropriate for the session, since that is something that everyone can relate to. It might be beneficial to actually require that students are pre or post comprehensive exams for the fellowship. I guess it would depend on how the fellowship is structured...but for instances like looking at jobs...most students who are pre-comps haven't even thought about a job yet.
- Efforts should be to enlarge the opportunities that financially benefits [*sic*] students while engage [*sic*] them into experiences that enhance their program degree.
- The prime abstracts should be a requirement, that way Fellows would allocate the correct amount of time working on them.
- I really enjoyed the mentorship and support from this fellowship! My only additional suggestion would be to allow a space for the students to get to know each other more.
- Hello. I just have a comment about the ethnicity/race/origin categorization. I feel like we have to tag ourselves with the provided tags. Sometimes these words seem to be one. I understand that they have a purpose when it comes to analyzing statistics and looking at general patterns. Hopefully we can come up with a better system for identity/origin descriptions in general. I kept thinking about how my identity changes depending on who is asking, and I know it's true for most of us. I just felt the need to comment on that. Thanks.
- Thanks very much! This program was very small, yet it packed a huge punch. Very very [*sic*] effective. Devoting specific times to go to workshops, to spend five hours on a professional abstract, to hear the absolutely enlightening and insightful advice of the faculty: These were extremely effective in stirring my professional and academic awareness. Also, Manuel's philosophy altered the way I see graduate work—I see grad school's research importance as intimately connected to non-academic audiences and issues. Before, I merely thought of it as theoretical-technical training. Now my research is alive and self-aware!! Thank you very much!!!