The following presentation was delivered to the Graduate Welfare Committee in 2019. Please note that the slides may not provide the full context of the content presented. More information can be provided upon request.

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SA Graduate and Professional Student Survey

Presentation to the Graduate Welfare Committee

February 7\textsuperscript{th} 2019

Kristen McKinney, PhD, Director
Student Affairs Information and Research Office
Survey Context

- All currently enrolled graduate & professional students invited
- Administered online during Spring/Summer 2017
- Covers a variety of topics, including climate, academic experiences, wellness, and engagement
- 26% Response Rate
### Respondent Demographics

**3089 Total Respondents**

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>62.4%</td>
</tr>
<tr>
<td>Masters</td>
<td>37.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sex</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>54.2%</td>
</tr>
<tr>
<td>Male</td>
<td>45.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>67.4%</td>
</tr>
<tr>
<td>Married/Living with a domestic/committed partner</td>
<td>30.9%</td>
</tr>
<tr>
<td>Divorced/Separated</td>
<td>1.5%</td>
</tr>
<tr>
<td>Widowed</td>
<td>0.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian/Asian American</td>
<td>19.2%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>3.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>11.4%</td>
</tr>
<tr>
<td>Native American/Alaskan Native</td>
<td>0.4%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.2%</td>
</tr>
<tr>
<td>White Non-Hispanic</td>
<td>37.1%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>4.5%</td>
</tr>
<tr>
<td>International</td>
<td>17.5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>6.6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>
Health and Wellbeing
Rating: Overall Physical Health

- Poor: 2
- Fair: 14
- Good: 34
- Very good: 34
- Excellent: 16
Rating: Overall Mental Health

- Poor: 6
- Fair: 19
- Good: 33
- Very good: 28
- Excellent: 14
Rating: Average Stress Level
Since the beginning of the academic year

52% High Stress or Very High Stress

17 Very low stress
39 Low stress
38 Moderate stress
14 High stress

Very high stress
General comfort with accessing mental health services

% agree and strongly agree

Mental health issues are stigmatized on campus: 32.4%
I would be able to direct a friend in crisis to sources of support at UCLA: 79.7%
I would feel comfortable reaching out to mental health services if I needed them: 77.0%
I know how to access mental health services on campus: 81.4%
Aggregate Food Security Measure

- Food Secure: 70%
- Food Insecure: 30%
I was worried whether my food would run out before I got money to buy more.

In the past 12 months

- Never true: 71
- Sometimes true: 22
- Often true: 7
The food that I bought just didn't last, and I didn't have money to get more.

In the past 12 months

- Never true: 80
- Sometimes true: 15
- Often true: 4
Engagement and Connection
Overall good levels of connection; but room for improvement

% reporting "agree" or "strongly agree"

- I feel a sense of belonging on campus, overall: 71%
- I feel a sense of belonging with my department or program: 77%
- I would like to meet more people outside of UCLA but am not sure how to do so: 54%
- I have a social network outside of UCLA that supports me: 85%
More satisfaction with opportunities to interact within department than outside

% reporting "agree" or "strongly agree" that they have "sufficient opportunity to"...

<table>
<thead>
<tr>
<th>Interaction Type</th>
<th>Interaction Details</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interact academically and make connections</td>
<td>With people at UCLA outside of my department/program</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>With people in my department/program</td>
<td>87</td>
</tr>
<tr>
<td>Interact socially and make connections</td>
<td>With people at UCLA outside of my department/program</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>With people in my department/program</td>
<td>84</td>
</tr>
</tbody>
</table>
"I feel a sense of belonging within my department or program"

School/Division with Significant Mean Comparison (p<.05)

1 = "Strongly Disagree" to 4 = "Strongly Agree"

Overall Mean 2.92

L&S: Life Sciences 2.79
L&S: Social Sciences 2.62
Management 3.16
Medicine 3.06
Music 3.27

UCLA SAIRO
Advising Support
Most students report having an advisor.

Your primary formal advisor is the one faculty member who serves in an official capacity as your academic advisor or research supervisor.

Do you have a formal advisor?

70%
"Yes"
Advising levels vary across schools and divisions
% reporting having a formal advisor

- L&S: Life Sciences: 97%
- L&S: Physical Sciences: 92%
- Education and Information Studies: 91%
- L&S: Humanities: 90%
- Public Health: 88%
- Nursing: 88%
- L&S: Social Sciences*: 87%
- Music: 85%
- Engineering: 82%
- Public Affairs: 82%
- Medicine: 68%
- Arts and Architecture: 67%
- Theater, Film, and Television: 55%
- Dentistry: 30%
- Law: 20%
- Management: 16%

*Includes International Institute
Likelihood of having an advisor increases with degree level

- Masters: 57%
- Doctoral: 68%
- Doctoral: Advanced to Candidacy: 98%
- Doctoral: ATC, enrolled > 9 quarters: 100%
90% of students who reported having an advisor met with them at least once per quarter.
Students are most likely to agree that their advisor supports them in academically focused compared to personal arenas.

% reporting "agree" and "strongly agree"

- Advocates for me and supports me in completing my degree: 90%
- Supports my professional/career goals: 89%
- Is focused on helping me gain the professional skills needed to be successful in my field: 83%
- Seems genuinely interested in my personal well-being: 80%
- Helps me establish a timetable for the tasks of my graduate training: 68%
- Is aware of and supportive of my financial well-being: 66%
"My advisor advocates for me and supports me in completing my degree"

School/Division with Significant Mean Comparison (p<.05)

1 = "Strongly Disagree" to 4 = "Strongly Agree"

Overall Mean 3.35
Mentors
A mentor is an individual, who may or may not be your advisor, to whom you turn for advice; information on the academic discipline; general, emotional, or professional support; career guidance; help with a paper; a model of ethical behavior and values; opportunities to collaborate; and introduction to others in the field.
Many students consider their advisor a mentor

Agreement: I would consider my academic advisor a mentor.

- Strongly Agree: 27
- Agree: 40
- Disagree: 23
- Strongly disagree: 11

Total: 67%
“I have difficulty finding mentors at UCLA with whom I identify”

*When compared to students overall...*

Black/African American students significantly more likely to agree

White students significantly less likely to agree

“I feel a sense of belonging with my department or program”

*When compared to students overall...*

Black/African American and Native American/Alaskan Native students significantly more likely to disagree
Financial Concerns
Financial Concern

53%

“Disagree” or “Strongly Disagree”
The cost to attend UCLA is manageable.

47%

Report that their total income is not sufficient to cover expenses.
Methods for resolving the gap between income and expenses
% reporting

- Gifts from family, relatives, etc.: 53%
- Federal Student Loans: 42%
- Saving accounts, trust funds, stocks: 41%
- Credit cards: 39%
- Private Student Loans: 14%
- Public assistance (e.g. Cal Fresh): 4%
26% "most of the time" or "always" carry a balance on credit card month to month
Skills and Abilities
Self-Ratings of Skills and Abilities
% reporting above average or highest 10%

- Interviewing: 40%
- Professional networking: 26%
- Give a formal oral presentation: 57%
- Creating an inclusive classroom: 51%
- Analysis and synthesis of data: 53%
- Intellectual self-confidence: 46%

https://www.sairo.ucla.edu/2017-GPSS-Skills-Development
Questions?