The following presentation was delivered to HCl's Engage Well Pod in 2018. Please note that the slides may not provide the full context of the content presented. More information can be provided upon request.

Graduate Student Connectedness

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Overview

Brief overview of data source

Overall levels of engagement/connection

Support from advisors

Mentoring

Survey Context

All currently enrolled graduate & professional students invited

26% Response Rate
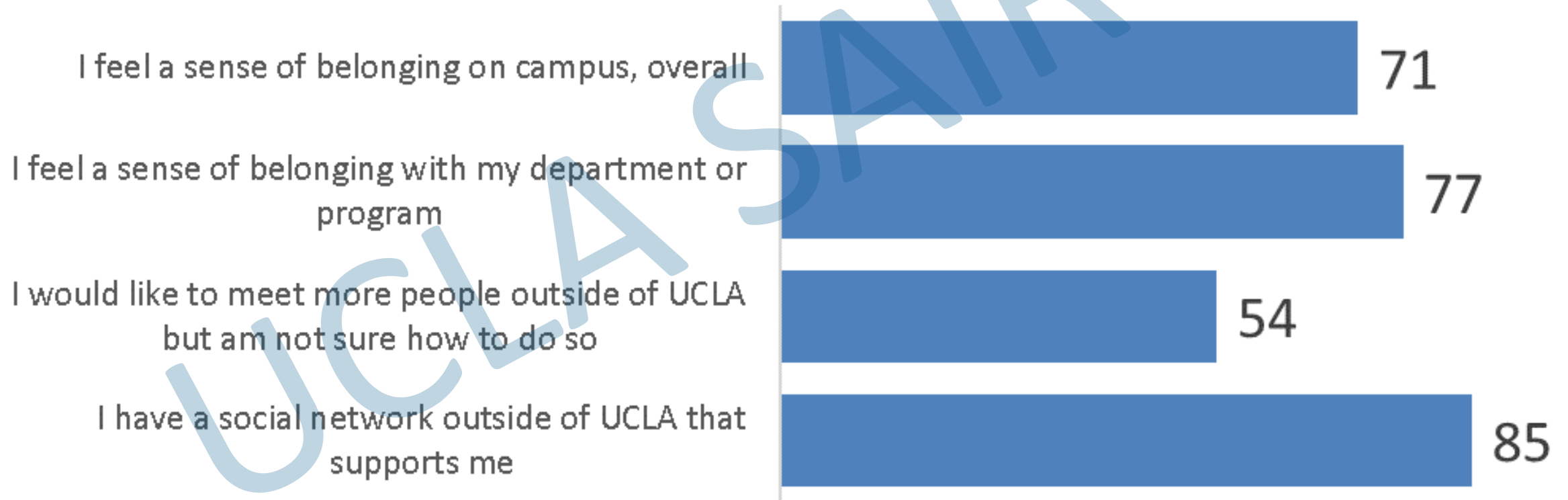
Administered online during Spring/Summer 2017

Covers a variety of topics, including mentoring, climate, and engagement

Engagement and Connection

Overall good levels of connection; but room for improvement

% reporting "agree" or "strongly agree"

Statement	Percent
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 opportinites to interact within department than outside

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

Interact academically and make connections

With people at UCLA outside of my department/program — 47

With people in my department/program — 87

Interact socially and make connections

With people at UCLA outside of my department/program — 49

With people in my department/program — 84

"I feel a sense of belonging within my department or program"
School/Division with Significant Mean Comparison (p<.05)
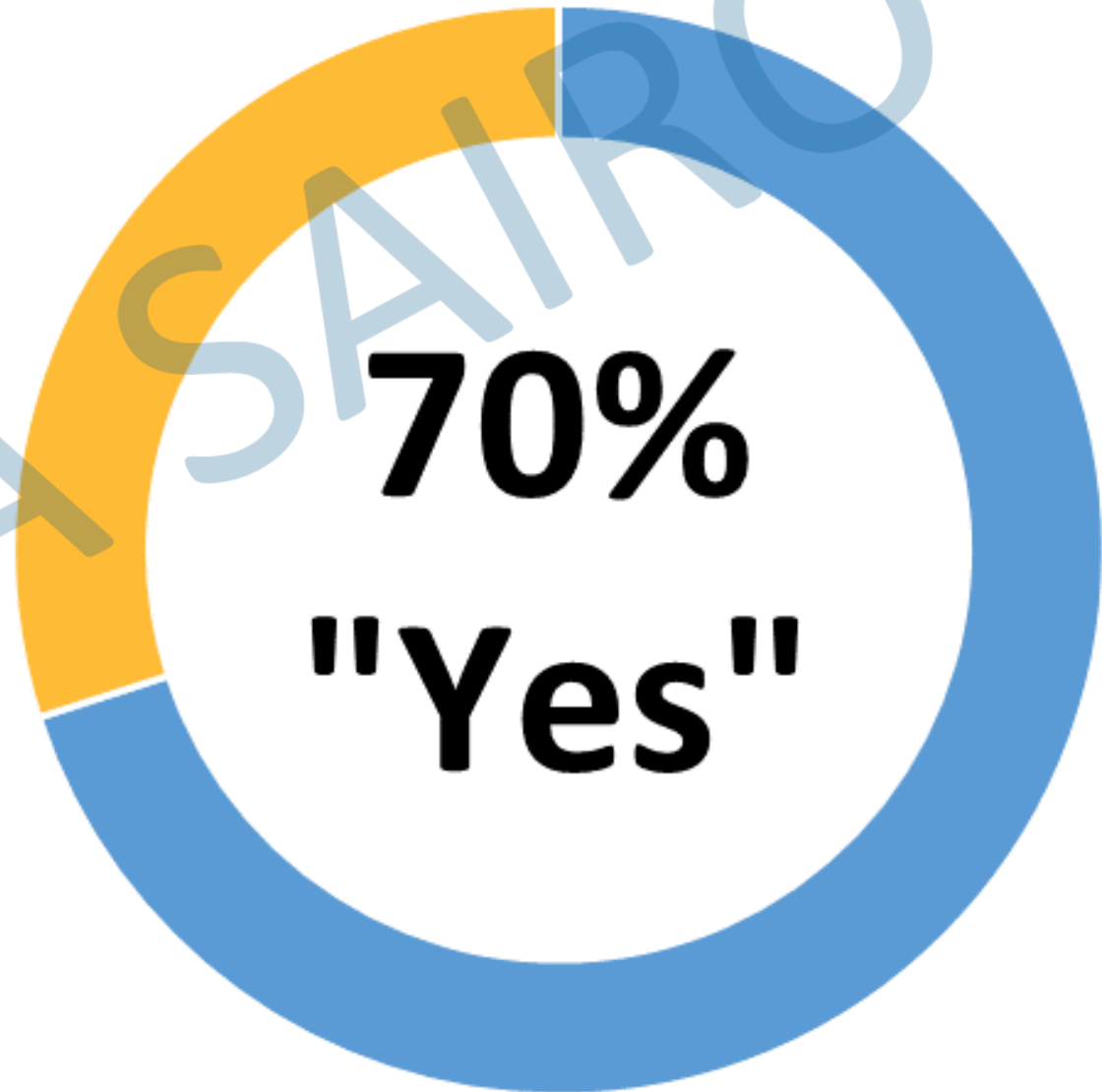1 = "Strongly Disagree" to 4 = "Strongly Agree"
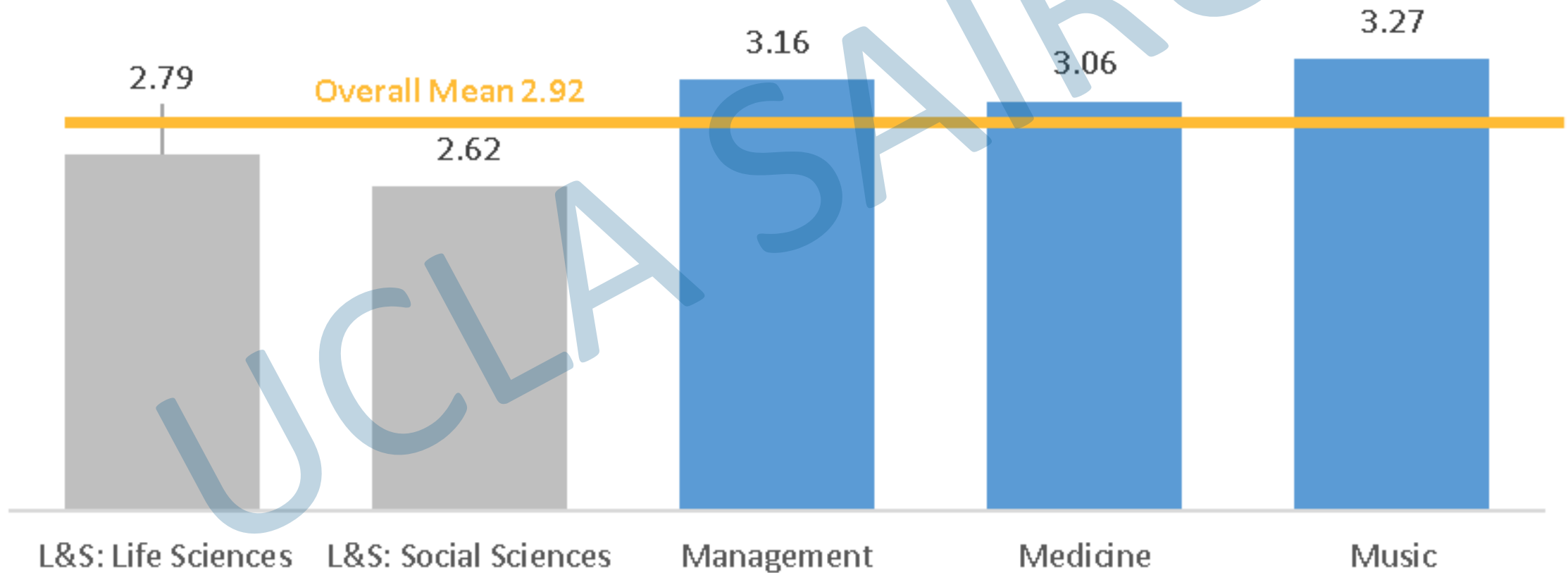
Advising Support

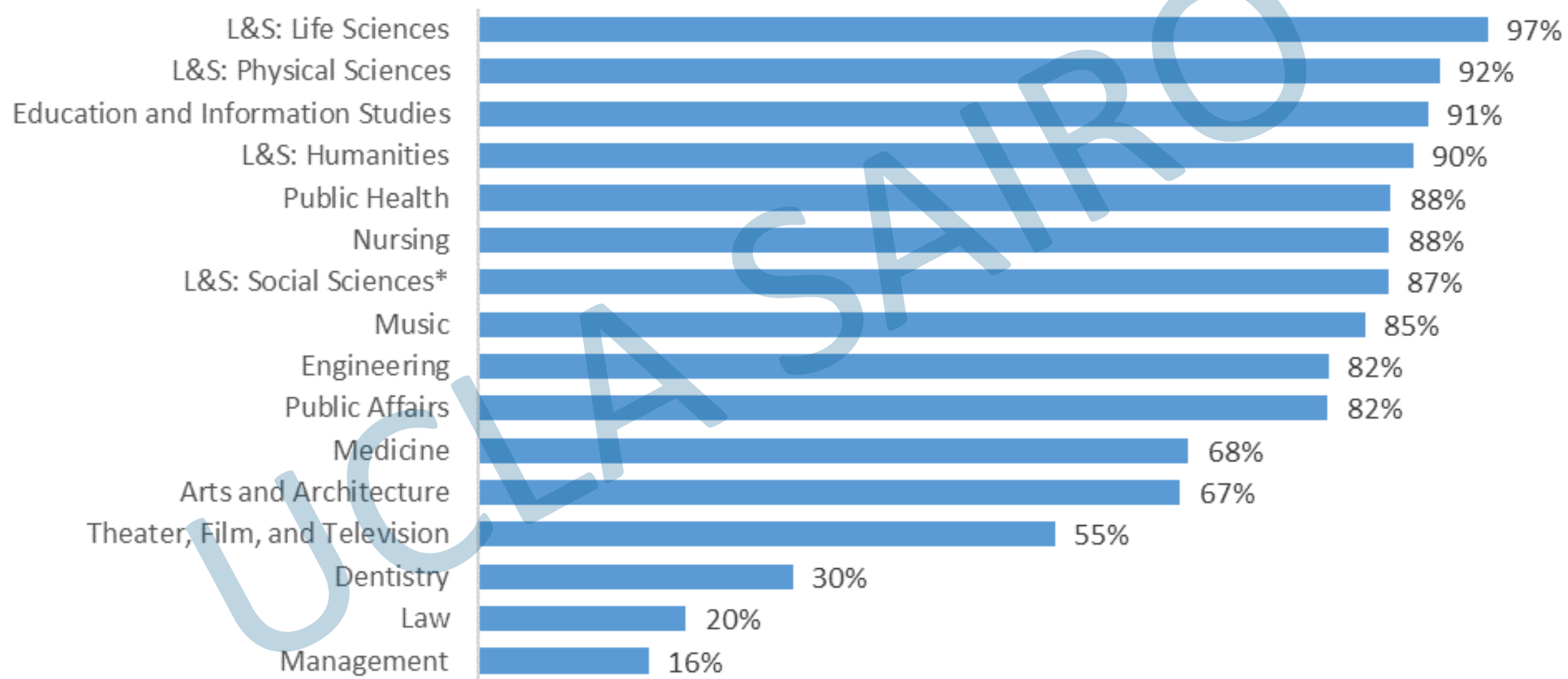# Most students report having an advisor.

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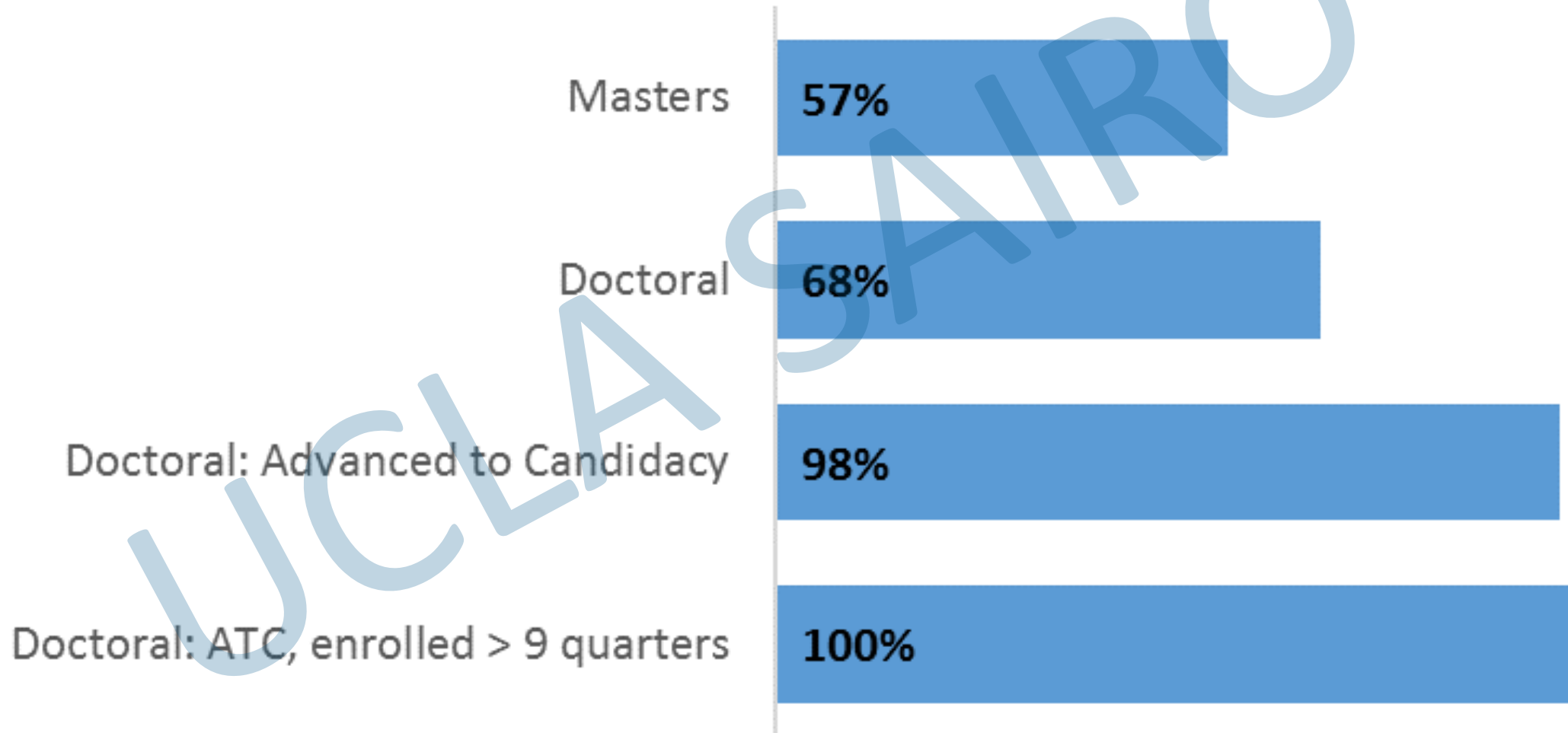
Do you have a formal advisor?

70% "Yes"

Advising levels vary across schools and divisions

% reporting having a formal advisor

School/Division	%
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.

	0 times	1-2 times	3-4 times	5-6 times	More than 6 times
%	10	34	16	10	29
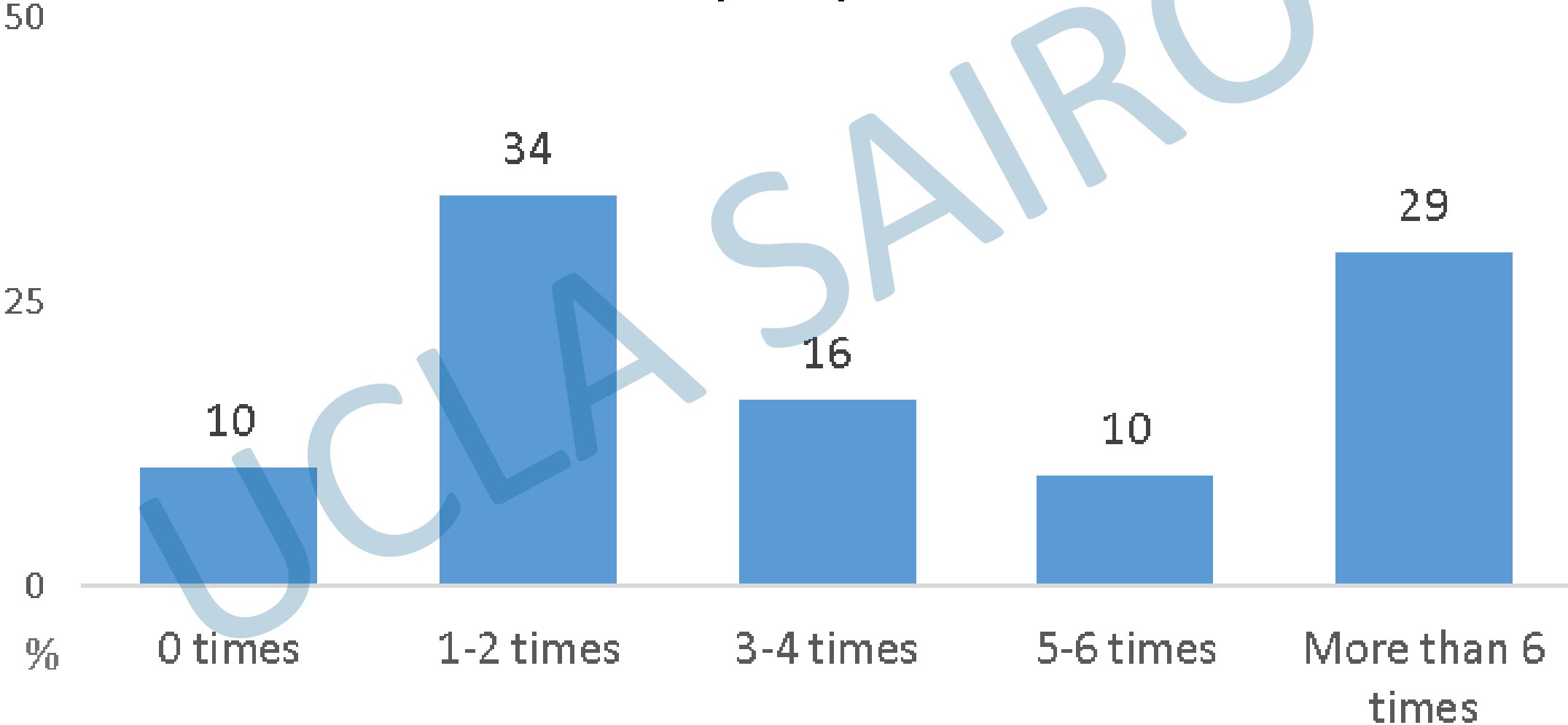
Students are most likely to agree that their advisor supports them in academically focused compared to personal arenas.

% reporting "agree" and "strongly agree"
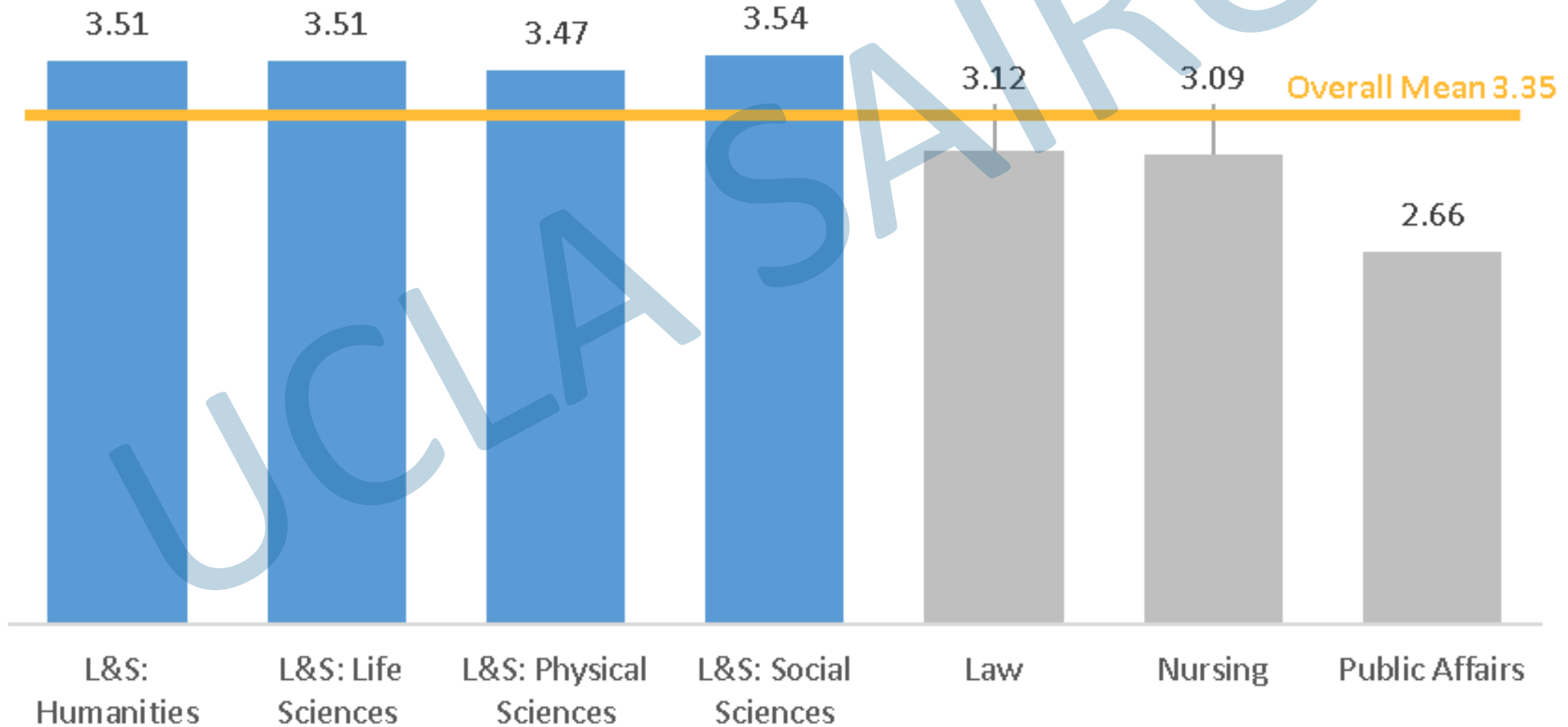
Advocates for me and supports me in completing my degree	90
Supports my professional/career goals	89
Is focused on helping me gain the professional skills needed to be successful in my field	83
Seems genuinely interested in my personal well-being	80
Helps me establish a timetable for the tasks of my 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)

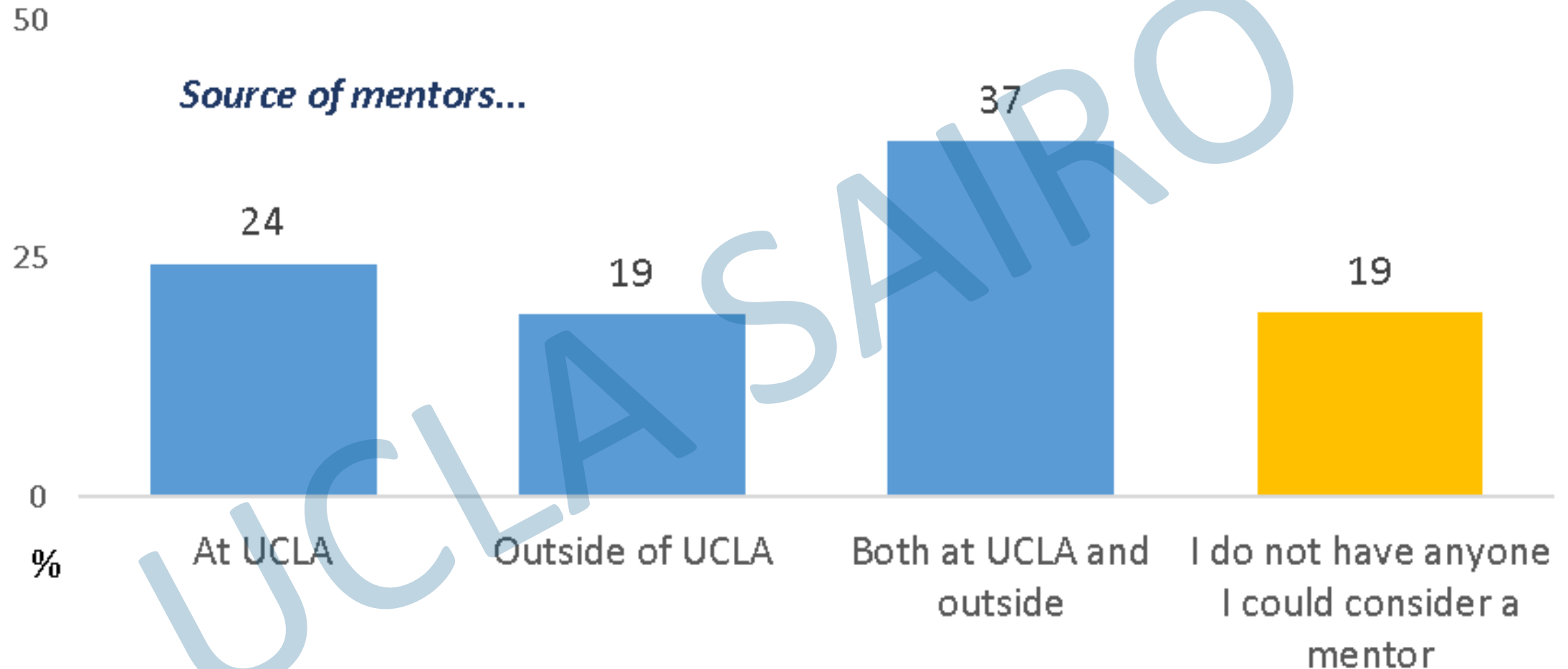1 = "Strongly Disagree" to 4 = "Strongly Agree"

3.51	3.51	3.47	3.54	3.12	3.09	2.66
L&S: Humanities	L&S: Life Sciences	L&S: Physical Sciences	L&S: Social Sciences	Law	Nursing	Public Affairs

Overall Mean 3.35

Mentors

One in five students reported NOT having a mentor

Source of 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.
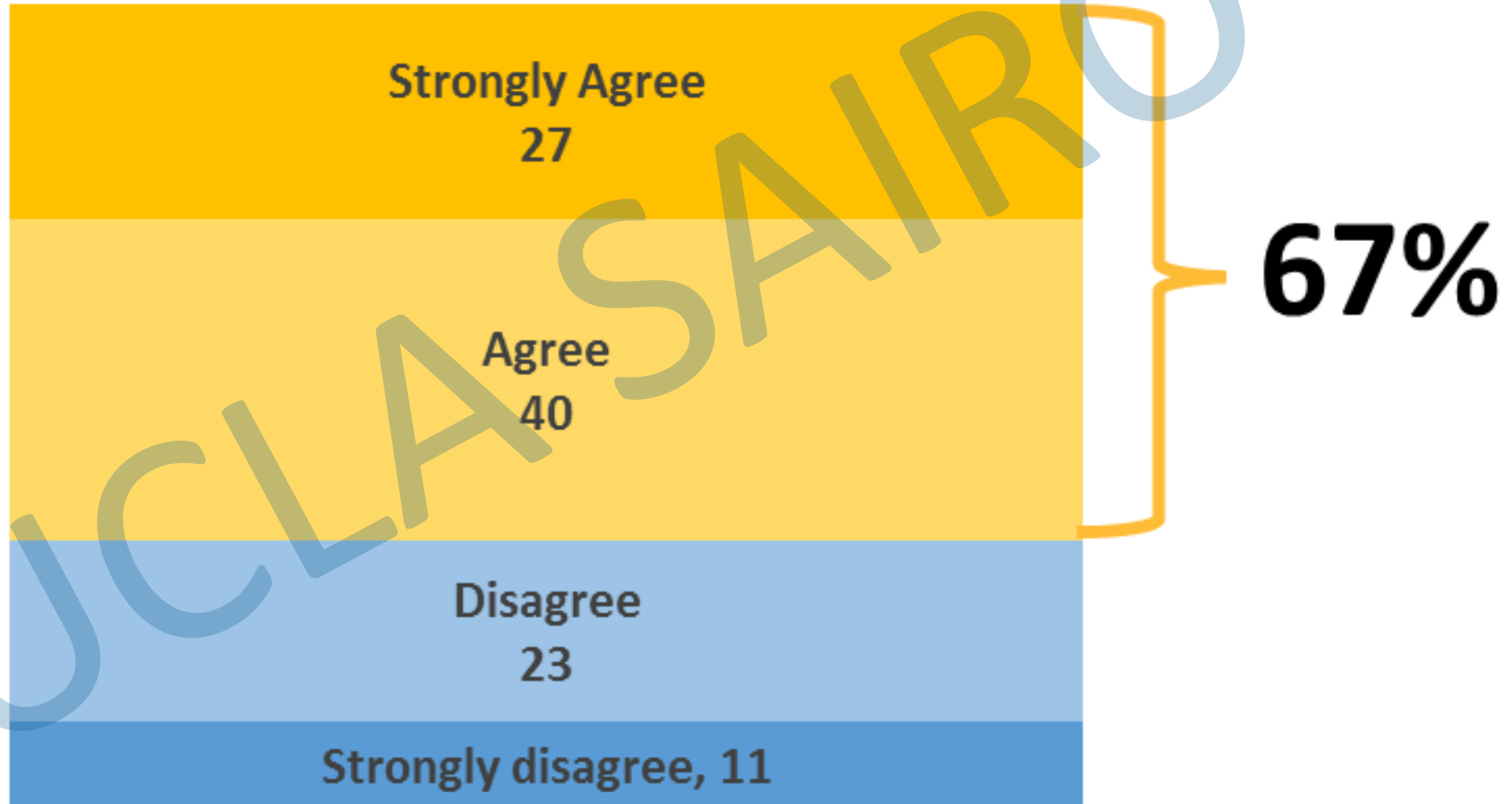
"I have difficulty finding mentors at UCLA with whom I identify"

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

Next Steps

Additional exploratory analysis by sub-populations

Factor analysis for data reduction

Regression exploring the relationship between advising and sense of belonging