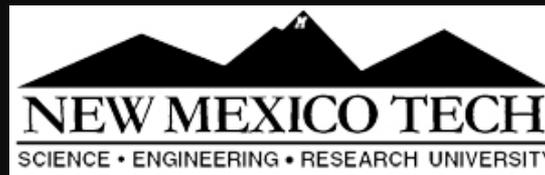


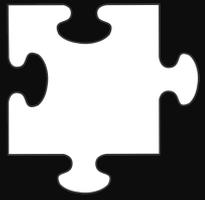
Graduate Writers

What do we need to know about our students?

Steve Simpson
New Mexico Tech

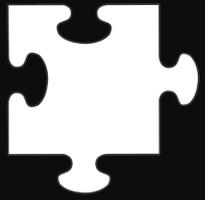
Consortium On Graduate Communication Summer Institute
Yale University • New Haven, CT • June 9-11





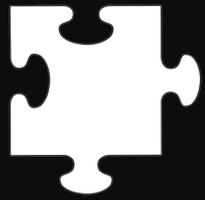
Program Design is Like....





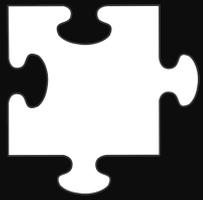
Look familiar?





Issues with Program Design

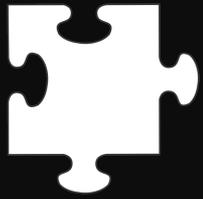
- We are often in the position of responding to crises as they arise and from within our own contexts.
- Our responses are often provisional and do not always approach problems holistically.
- As a result, support is often fragmented and spread across the university (Caplan & Cox, 2016)



Program Design: First Steps

Who needs your program?

- What do we know about these students' educational and linguistic backgrounds?
- What are these students' needs and goals?
- What prevents these students from being successful?



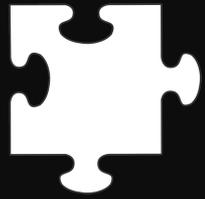
International Students

Enrollment (US)

- 362,228 total (up 9.8%)
- Largest increase at master's level (208,355, up 14.9%) (IIE, 2015).

Goals (US)

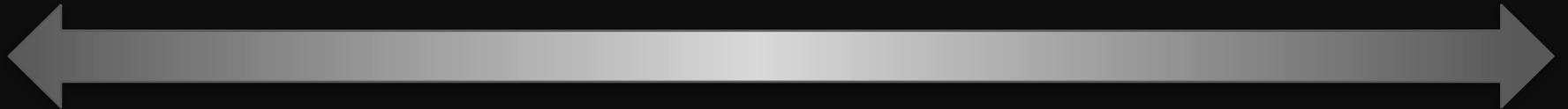
- 61% of International grad students in science and engineering fields.
- 2/3 of PhD students on temporary visas stay in the US for at least 5 years.
- 27% of all workers in science and engineering fields foreign born. (2016 NSF S&E Indicators).
- 2010, 50% of US-trained PhDs in post-docs (and 75% of all post-docs) foreign-born. (2014 NSF S&E Indicators).



International Students

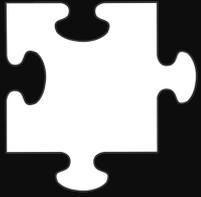
Language?

General language proficiency



Knowledge of disciplinary language and generic conventions



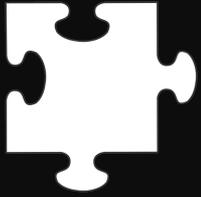


Resident Students

Historically underrepresented minorities

- In US, Latino/a, African American, and Native American student enrollment low but rising (especially at the master's level) (NCES; Simpson et al, 2016).
- Underrepresented minorities have lower completion and higher attrition rates (Jaschik, 2014)
- Complex array of linguistic and educational experiences (Gloria & Kamimura, 2006).

Non-minority students (L1 and L2)



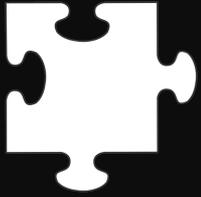
PhD / Master's

Ph.D

- Only 45% of STEM PhD students entered education sector. Another 46% entered business/industry (the majority for-profit) (NSF 2014 S&E Indicators).
- Humanities and Social Sciences PhD programs tend to have lower completion rates and longer time to degree than STEM fields (Council of Graduate Schools, 2008).

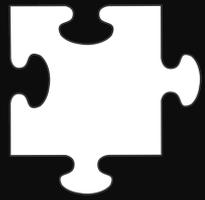
Master's

- Increased by 110% from 1989-90 to 2009-2010 (Council of Graduate Schools, 2013).
- S&E Master's Degrees—96,000 in 2000 to 166,000 in 2013. Growth occurred in 2002-04, 2007-2013. (NSF, 2016 S&E indicators).



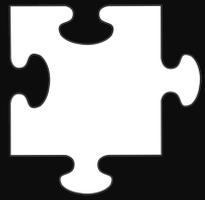
PhD / Master's

- Rise in professional master's degrees (e.g., MBA, Professional Science Master's [PSM]) (Lynch, 2012).
- 27% of PSM degrees underrepresented minorities, compared to 18% of all S&E Master's degrees (Lynch, 2012).
- Only 32% of first-time students and 28% of graduating students indicated that they were pursuing a master's as a step to more education (Council of Graduate Schools, 2013).



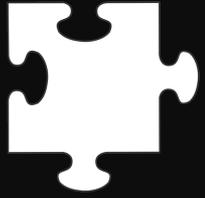
Questions to Consider?

- To what degree are we meeting the needs of all students? (L1, L2, resident, international)
- To what degree can/should services for L1 and L2 students overlap? Can they (should they) be combined?
- How do the needs of resident multilingual graduate students differ from L2 international graduate students?

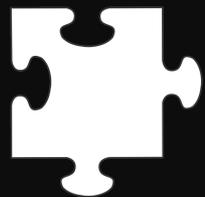
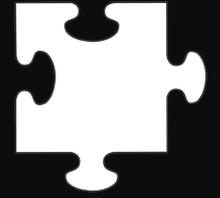


Questions to Consider?

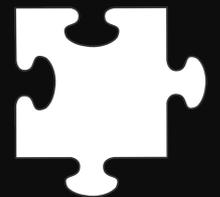
- In what ways do the needs of master's and doctoral students differ at your institution?
- To what degree are we accounting for students who go into industry rather than academia?
- How do we learn more about the needs and goals of students at our own institutions?



Thank You



Questions?



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